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ABSTRACT

The booklet is designed to help educators understand recreation services for handicapped children in the schools. An introductory section considers the importance of leisure for the handicapped and reviews the inclusion of recreation as a related service in P.L. 94-142, the Education for All Handicapped Children Act. The second section addresses recreation's role in the individualized education program. Evaluation of leisure patterns, living environment, and leisure life style are seen as important aspects of leisure education. Community recreation services for the handicapped, including camps, are focused upon. Final sections address model recreation services in the schools, school and community cooperation, and the qualifications of recreation personnel. Appendixes include an interview schedule for assessment of leisure function and a list of recreation equipment resources. (CL)

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Table of Contents

I. INTRODUCTION i

Relevance of Leisure for the Handicapped . . . 1
Recreation as a Related Service in P.L. 94-142 2

II. I.E.P. CONSIDERATION 6

Dimensions of Leisure Assessment 6
Leisure Assessment Profile 10
The Individual Leisure Lifestyle Plan 11
Leisure Education 13
School and Community Recreation 24

III. COMMUNITY RECREATION FOR HANDICAPPED CHILDREN. . 28

Camps 29

IV. MODEL RECREATION SERVICES IN SCHOOLS 31

Therapeutic Recreation Services 31
School and Community Recreation 32

V. "QUALIFIED" RECREATION PERSONNEL 33

VI. APPENDIX

A. Interview Schedule for Assessment of Leisure Function 34
B. Developmental Levels of Play 36
C. Leisure Education Exercises 38
D. Recreation Equipment Resource List 50
E. National Resources 52

VIII. SELECTED BIBLIOGRAPHY 55

IX. JOURNALS AND MAGAZINES 58

X. ADAPTED EQUIPMENT 58

Introduction

The increasing pressures on the public school system to comply with its responsibility to provide an education to all children has resulted in an increase in the number, type, and appropriateness of programs and services provided in the schools. One of these services is recreation. Recreation for handicapped school children is an acute need that has been largely ignored in the past. Because recreation as outlined in Public Law 94-142 is often new to educators, it may be misunderstood.

This booklet has been designed to assist educators in understanding recreation services for handicapped children in the schools. It contains definitive information about recreation as a related service in P.L. 94-142, as well as materials and resources that can be used in the school setting. It is most important for educators to understand the process of recreation service delivery. The authors have assumed that the reader is already familiar with P.L. 94-142, Individualized Education Programs (IEP) development, and instructional techniques.

It is not the intent of this booklet to help prepare teachers to provide all aspects of recreation. Some recreation services require the specialized skill of the "qualified" therapeutic recreation specialist. Descriptions of an assessment of leisure function and a therapeutic recreation service are included, however, to provide a frame of reference for educators in working with therapeutic recreation specialists.

The authors believe that all children need education for leisure. Recreation services can easily be integrated into the traditional educational framework. This booklet is a guide to assist in that process.

Relevance of Leisure for the Handicapped

In recent years there has been a major thrust toward the normalization of handicapped individuals in order to enable them to function within the mainstream of society. This mainstream consists of more than a job and activities of daily maintenance. There has been a shift toward a more leisure oriented society where self-expression and fulfillment through leisure are viewed as critical components of one's quality of life.

To participate meaningfully in leisure, an individual needs more than a leisure suit, a leisure racquet, and a condominium in Leisureland. S/he needs an awareness of leisure, leisure skills, social interaction skills, decision-making skills, and knowledge of personal and community resources. Handicapped individuals, in particular, require very specific instruction with extensive opportunities to develop these necessary competencies. The development of effective teaching methodology and special training programs has enabled an increasing number of these individuals to maximize their potential in communication, self-help, mobility, and vocational skills, but not in the area of leisure skills.

The following is a study of the results of such lack of training:

> Pat is a 19-year old trainable mentally retarded woman who has received extensive training in self-help and vocational skills. She works in a school cafeteria helping to prepare food and has moved from a group home into a satellite apartment. She does her assigned tasks at work willingly and thoroughly, but often gets into arguments when she needs to work cooperatively. At night when her 1961 12" television does not work, she often walks in her neighborhood and talks to strangers on the street. She is unaware of the potential dangers of her friendly overtures.

Pat, like many of her handicapped peers, is in jeopardy of failing on the job or in the community because she lacks social and leisure skills. She is one of the over 50% of graduates of special education curricula who never go out and recreate with friends. As her lonliness increases she becomes more restless and irritable at work. Pat's unhappiness is interfering with her ability to adapt. For Pat, leisure skill deficits mean more than an empty life; leisure skill deficits undermine her habilitation and overall adjustment.

The importance of play to the normal growth and development of children has long been recognized. Scarfe (1965:119) described play as having:

> "...all the characteristics of a fine and complete educational process. It secures concentration for a great length of time. It develops initiative, imagination and intense interest. There is tremendous intellectual

ferment, as well as complete emotional involvement. No other activity calls so fully on the resources of effort and energy which lie latent in the human being. Play is the most complete of all the educational processes for it influences the intellect, the emotions and the body of the child. It is the only activity in which the whole educational process is fully consummated, when experience induces learning and learning produces wisdom and character."

However, many handicapped children will not realize the benefits of play without a specially designed program. They may spend the majority of their free time gazing into space, engaged in self-stimulatory activities, or wandering aimlessly.

Recreation can also be utilized as a primary tool in fostering social interaction and the ability to get along appropriately with other people. Some of a child's earliest social skills, e.g., cooperation, are fostered through play experiences. Structured games often require and can foster adherence to set rules, willingness to collaborate, willingness to share and take turns, ability to control aggression, and other socially acceptable behaviors. Activities carried on in groups can stimulate empathy, emulation, competition and cooperation. In addition, Redle and Wineman (1952) have stated, "Practically all so-called social skills needed in any society can be translated into some game activities which combine the value of acculturation and socialization with the experience of happiness and fun in the process." Thus, recreation is also a means to practice social skills in a safe situation.

As the handicapped child grows older, recreation may have other benefits. It can provide a means for overcoming or compensating for limitations and gaining social, emotional, and personal acceptance, as well as a means for community participation, integration, and normalization. For those who have limited employment opportunities, leisure becomes a primary means of pursuing fulfillment. For those who are employed, leisure provides a worthwhile and necessary balance to work and work-related activities. In addition, leisure provides stimulation and purposeful activity needed to maintain an active interest in one's surroundings, in one's health, in social relationships and in work and life; such interest, in turn, supports other maintenance, health and rehabilitative services, education, and therapies.

Recreation as a Related Service in Public Law 94-142

Having recognized the importance of recreation and leisure in growth, development, and adjustment of the individual, the Ninety-Fourth Congress mandated recreation as a related service and part of an appropriate education in the Education for All Handicapped Children Act. Although other related services identified in P.L. 94-142 are not needed by every handicapped child, all handicapped children need recreation services. Therefore, education for leisure should be an integral part of the curriculum.

Recreation, as a supportive service in P.L. 94-142, is defined as: (a) assessment of leisure function, (b) therapeutic recreation services, (c) leisure education, and (d) recreation programs in school and community agencies. Consistent with the mandate for free appropriate education in the least restrictive environment, these services are placed along a continuum from structured treatment oriented programs where activities are prescribed to independently pursued leisure activities. These activities may be in segregated or integrated settings. The following descriptive statements of the four recreation service areas identified in the Law are presented to acquaint educators with these components. An explanation of the process will be provided in a subsequent section.

Assessment of Leisure Function

Assessment of leisure function parallels and complements the educational assessment both in principle and methodology. It determines which of the other recreation services are warranted and ensures programs based on individual need rather than on generalizations from categorical conditions. Assessment of leisure functioning is critical to recreation services defined in P.L. 94-142.

During the assessment of leisure function, skills that are important developmentally and/or are necessary for successful participation in a variety of recreation activities, knowledge of leisure resources, leisure related problems, leisure awareness, and leisure skills are evaluated through the use of standardized procedures such as history taking, behavioral observation, staff/student/family interviews, and tests.

Therapeutic Recreation Service

Therapeutic recreation service is an individualized procedure that utilizes recreation as a remediation/treatment modality used to bring about a desired change in a specific behavior and to promote the growth and development of an individual. The remediation procedure is individually designed to better enable the child to benefit from the learning situation and to reinforce academic learning. As a result, as the child's functional level decreases, the need for therapeutic recreation services increases. Implied in the provision of therapeutic recreation services is an initial assessment of the individual being served, a statement of goals and objectives based on the assessment, programming to reach those goals, and an evaluation of those goals. Due to the intensive, special, and individual attention needed in a therapeutic recreation service, it is usually offered on a one-to-one basis or for a small group utilizing special equipment, supplies, and methods. The service is designed to improve the child's cognitive, physical, social and emotional development which should, in turn, enhance the education of the child. Recreation can offer non-verbal approaches to learning that are particularly suited for those children who are non-verbal. Recreation activities can motivate children to learn. In essence, therapeutic recreation service is an experiential approach to learning.

Leisure Education

Leisure education is a process used to promote positive attitudes toward leisure participation, to teach leisure skills, to develop an awareness of personal and community leisure resources, and to develop social skills. A child, who possesses basic functional skills, but does not have leisure and social skills, knowledge, and awareness, needs systematic long-term instruction to enable him/her to regulate his/her own leisure involvement. Without competence in these four areas, s/he can not independently engage in leisure pursuits.

Based on an assessment, a leisure education plan is developed for the individual. Leisure education curricula in the school generally include: (a) leisure value, attitude awareness, and development (which includes self-assessment and leisure decision making); (b) development of knowledge about leisure resources, both personal and public; (c) leisure activity exploration and skill development; and (d) social skills development. Some schools have implemented leisure education as a separate subject while others have infused it into existing subjects. Existing sequences and progressions from many curriculum guides, publications, and special projects are organized in ways so that content can be applied when developing individualized programs for specific children.

It should be noted that leisure education has a vital impact at all stages of the recreation continuum. Even at the level of self-sustained participation in leisure, there needs to be continual self-evaluation, change, and leisure development; without this, boredom, laziness, procrastination, and dissatisfaction may develop.

Recreation Programs in School and Community Agencies

Involving the handicapped child in recreation experiences in the school, home and community is part of an appropriate leisure education. Information shared between teachers, parents, and recreation specialists enhances the individualized program through consistency of approach, continuity in program activities, and elimination of unnecessary duplication of efforts. A child who has developed leisure attitudes and skills that enable him/her to enjoy meaningful self-regulated leisure activities can benefit the most from school and community recreation. S/he may primarily need accessible facilities, accessible transportation, specialized and/or adapted programs, or acceptance by his/her peers to participate in leisure activities. A wide range of activities and experiencies should be offered to handicapped children. P.L. 94-142 mandates that each handicapped child must participate with nonhandicapped children in nonacademic and extra curricular services and activities to the maximum extent appropriate for that child. These services and activities include:

-- Clubs (social, civic, sports)
-- Intramural leagues
-- Interscholastic sports (including wheelchair)
-- Individual and group games (table, low and high skill)
-- Humanities and cultural arts
-- Nature study and outdoor education/recreation

Recreation programs in community agencies should provide a large variety of recreation, leisure and play opportunities (structured and non-structure) geared to enable the handicapped to participate in recreation activities with non-handicapped peers, if appropriate.

Some possible resources to contact for information about these opportunities include: community education programs, public recreation agencies, youth organizations (YWCA, Boy Scouts, 4-H, etc.), Special Olympics, family recreation, clubs and organizations (Rod and Reel Club, churches, etc.), voluntary health agencies (Easter Seals, United Cerebral Palsy Association, etc.), consumer groups (Wheelchair Athletic Association, Indoor Sports Club, etc.), public facilities (libraries, parks, etc.), commercial recreation providers (bowling alleys, riding stables, skating rinks), cultural organizations (museums, art associations, smyphonies, theaters). Community-based agencies may provide services through a contractual arrangement with schools.

In summary, the passage of P.L. 94-142 provides a rationale for the inclusion of recreation as part of the individual education plan (IEP) for handicapped children (Brannan, 1977). The recreation services just outlined represent a continnum of services which should meet the needs of a handicapped child at all stages of his/her development. Plans must be designed to meet the needs of individual handicapped children. If his/her primary need is to "increase basic functional abilities", then a leisure education program should be designed. If the child's primary need is "to have the opportunity to express acquired skills", then a special recreation program should also be designed.

Individualized Education Program Considerations

Dimensions in Leisure Assessment

Assessment of leisure functioning is not a simple process. It requires a multi-dimensional look at the individual, his/her living environment, as well as an examination of his/her present and past recreation patterns. An assessment of one's ability to play kickball is not an adequate measure of leisure functioning, as an assessment of one's ability at simple addition facts is not an adequate assessment of mathematical skills. Thus, leisure assessment, like a medical exam, requires a thorough examination and should be made only by those who are trained and qualified. (Guidelines for locating professionally trained and qualified persons for leisure assessment can be found in Appendix A.) Prior to developing a leisure profile or leisure plan, a therapeutic recreation specialist will look primarily at three aspects of the individual: a) his/her leisure patterns; b) the living environment of the individual; and c) the individual him/herself.

Leisure Patterns

When a therapeutic recreation specialist looks at an individual's leisure patterns, the first thing s/he does is to make a summation of the individual's past recreation patterns. The place, frequency, duration and intensity of leisure patterns, as well as the social settings, are noted. Next, an evaluation is made of present recreation patterns such as special leisure interests of the individual, the level of participation, and the skill level of the individual in leisure. For example, if it is determined that a child plays cards in his/her free time the following questions would be asked:

- What is the level of skill?
- Does the child need prompting?
- How many card games does s/he know?
- Does s/he have a clear understanding of the value of the cards?
- Does s/he follow the rules?
- Does s/he play primarily by him/herself or with others?

An evaluation of the occasion of participation would also be made by asking such questions as:

- When does this child recreate? (i.e., after school, only on weekends, during recess, etc.)

The specialist would also look at who the child plays with; whether the child tends to play alone or with others and what his/her role is in those relationships. The therapeutic recreation specialist would gather additional information on the individual's leisure awareness.

The individual's knowledge of resources in the home or living environment would be investigated, as would the individual's resourcefulness and ability to plan leisure activities, and finally the individual's knowledge of resources in the school and community environments. These evaluations could be made in a variety of ways, including:

1. An informal interview - The recreation specialist will ask questions such as:

   a. Name three activities that you are really good at.
   b. What did you do yesterday for fun?
   c. What are the names of your closest friends?
   d. What are some things you do at home for fun?
   e. Name five of your most favorite free-time activities.
   f. When was the last time you did each activity?

2. A formal interview schedule:

   An example of a formal leisure interview schedule can be found in Appendix B. It was designed to be used with adolescents who are developmentally disabled. A modified version of this has been used with parents of handicapped individuals who are unable to speak or are younger in age.

3. An interest survey:

Date: _____ Name: _____

1. Never been involved in the activity.
2. Have done it a few times.
3. Do activity a lot.
4. Do it all the time.

A. Like the activity
B. Uncertain about likes or dislikes.
C. Dislike the activity.

Picnic	1 2 3 4	A B C		Fishing	1 2 3 4	A B C	
Boxing	1 2 3 4	A B C		Playground activities	1 2 3 4	A B C	
Crossword puzzles	1 2 3 4	A B C		Horseshoe pitching	1 2 3 4	A B C	
Painting	1 2 3 4	A B C		Kite flying	1 2 3 4	A B C	
Basketball playing	1 2 3 4	A B C		Dancing	1 2 3 4	A B C	
Field hockey	1 2 3 4	A B C		Jacks	1 2 3 4	A B C	
Playing pool	1 2 3 4	A B C		Marbles	1 2 3 4	A B C	
Camping	1 2 3 4	A B C		Reading	1 2 3 4	A B C	
Bicycle riding	1 2 3 4	A B C		Backpacking	1 2 3 4	A B C	
Checkers	1 2 3 4	A B C		Ice skating	1 2 3 4	A B C	
Archery	1 2 3 4	A B C		Group singing	1 2 3 4	A B C	
Board games	1 2 3 4	A B C		Listening to music	1 2 3 4	A B C	
Baseball games	1 2 3 4	A B C		Jewelry making	1 2 3 4	A B C	
Coin collecting	1 2 3 4	A B C		Indian wrestling	1 2 3 4	A B C	
Bowling	1 2 3 4	A B C		Building thing w/wood	1 2 3 4	A B C	
Drawing	1 2 3 4	A B C		Hopscotch	1 2 3 4	A B C	
Jogging	1 2 3 4	A B C		Hiking	1 2 3 4	A B C	
Badminton	1 2 3 4	A B C		Insect collecting	1 2 3 4	A B C	
Concert listening	1 2 3 4	A B C		Yahtzee	1 2 3 4	A B C	
Joke telling	1 2 3 4	A B C		Window shopping	1 2 3 4	A B C	
Chess	1 2 3 4	A B C		Mountain climbing	1 2 3 4	A B C	
Softball playing	1 2 3 4	A B C		Roller skating	1 2 3 4	A B C	
Coloring	1 2 3 4	A B C		Leather making	1 2 3 4	A B C	
Watching TV	1 2 3 4	A B C		Bingo	1 2 3 4	A B C	
Sewing	1 2 3 4	A B C		Dodgeball	1 2 3 4	A B C	

Figure 1: Interest Survey

For non-verbal or non-reading persons, an interest card file may be developed where there are pictures of various activities. By using these pictures with an individual to identify preferences, a specialist may determine an individual's interest, as well as his/her past participation.

4. Behavioral observation:

A recreation specialist will observe play behavior, record data on a number of variables and analyze play levels and skills. In determining present play level, it is important to know both what the child can do and what s/he chooses and initiates doing with some frequency. Play/leisure behaviors observed during free-time are usually well-learned and require no instruction. Therefore, baseline data on an individual's play level can be coded during several consecutive free-times in a large multipurpose area which allows for a variety of simultaneous self-directed activities. Various types of toys for young children and recreation equipment, such as balls, table games, cards, and arts and crafts supplies that can be used by older children alone or with others should be made available. Notes taken on each participant at five minute intervals can help to determine play patterns and skills.

SOCIAL LEVEL							SOCIAL INTERACTIONS								*Code behaviors for four consecutive five-minute periods during unstructured time. NAME_____ DATE_____ TIME_____ CODER_____
WATCHES OTHERS	NO ACTIVITY	PLAYS ALONE	PLAYS BESIDE PEERS	INTERACTS WITH PEERS IN PLAY	ENGAGES IN COOPERATIVE ACTIVITY	INTERACTS WITH ADULT ONLY	NO RESPONSE TO ADULT	NO RESPONSE TO PEER	RESPONDS TO ADULT	RESPONDS TO PEER	INITIATES TO ADULT	INITIATES TO PEER	CONTINUES TO INTERACT WITH ADULT	CONTINUES TO INTERACT WITH PEER	DESCRIBE ACTIVITY (OBJECT INVOLVED, OTHER PEOPLE INVOLVED, PLACE, BEHAVIOR, ETC.)

Figure 2: Behavioral Observation Coding Chart
(Adapted from Play Code Chart by Douglas Golden, Ph.D. 1979)

Although it may appear very specific, play development is a continuous process in which changes to higher play levels happen gradually over time, rather than abruptly at particular age levels. The Developmental Levels found in the Play Chart located in Appendix C indicate characteristic behaviors, social interactions, and materials used from birth through adolescence. The chart only indicates some activities and materials that may be typical at a particular age. The chart can be used as a tool for interpreting the data collected through behavioral observations.

5. Leisure awareness activities:

   On-going evaluation in the area of leisure awareness, and knowledge of resources may be done through awareness exercises such as those found in Appendix D: Leisure Education Activites.

Evaluation of Living Environment

Information regarding an individual's present or future living environment is extremely important to the assessment of leisure function. Data are collected on such things as the equipment within the home, the family interaction pattern, and the socio-economic status. With this information, a plan can be developed which fits realistically into the child's family milieu. It is unrealistic to prepare a plan for an inner-city child with low socio-economic status that includes sailing, racquetball, and downhill skiing. It may be appropriate for a child to be exposed to these activities, but it is unrealistic to prepare the child for these as life-long leisure skills. Instead, the child may need to be taught street games, or how to find the YMCA, or who to call when s/he wants to learn about camps. This information regarding living environment may be collected through case history information, interviews, or home visits.

Evaluating the Individual

Educators are probably most familiar with evaluations of cognitive, affective, perceptual, motor, and sensory status. Tests used are varied and depend upon the type and severity of an individual's disability and the age of the individual. Recreation specialists often use the tests listed below:

1. Testing for Impaired, Disabled, and Handicapped Individuals. (1975), American Alliance for Health, Physical Education and Recreation Publication Sales, 1261 16th Street, N.E., Washington, D.C. 20036. ($4.50)

2. Two instruments which assess dimensions that are important developmentally and/or for participation in leisure activities are: Mundy's Recreation Inventory for the Mentally Retarded (1966), and Parker's Comprehensive Evaluation in Recreational Therapy Scale (CERT) 1975.

3. Many of the standardized tests within the educational system may also be utilized by the therapeutic recreation specialist.

This assessment information is of extreme importance. First of all, it allows the therapeutic recreation specialist to develop a plan which builds on the child's strengths as well as his/her weaknesses. Secondly, it provides the specialist with adequate information to develop a plan based on the total needs of the child.

Leisure Assessment Profile

Once these data are collected by using a number of evaluation techniques, and once they are analyzed, a Leisure Assessment Profile (see Figure 3) can then be established. The ratings on the profile are determined from the raw data which are collected during the complete assessment of leisure function.

LEISURE PATTERNS

___ Awareness of leisure benefits
___ Aware of leisure barriers
___ Chooses appropriate alternatives
___ Balanced participation in leisure
___ Awareness of leisure
___ Awareness of resources in the community
___ Awareness of resources in the home
___ Classifies leisure activities
___ Self-assessment
___ Values analysis
___ Goal formulation
___ Goal verification and program planning
___ Understands temporal patterns of leisure
___ Understands personal patterns of leisure
___ Time management
___ Money management
___ Awareness and appreciates wide diversity of leisure choices and lifestyles
___ Identifies own activities as leisure and non-leisure
___ Compares leisure time engaged by self and others
___ Knowledgeable of a variety of places to engage in leisure
___ Varied leisure interests

SENSORY

___ Tactile
___ Auditory identification
___ Auditory location
___ Auditory recall
___ Color identification
___ Visual location
___ Visual recall
___ Taste
___ Smell

PERCEPTUAL MOTOR

___ Midline cross
___ Directionality
___ Body image
___ Balance
___ Horizontal locomotion
___ Vertical locomotion
___ Form perception

PERCEPTUAL MOTOR (continued)

___ Form perception
___ Manipulation
___ Eye-hand coordination
___ Eye-hand coordination

LEISURE SKILLS

___ Communication
___ Artistic
___ Sports and games
___ Hobbies
___ Community
___ Spectator
___ Outdoor

COGNITIVE

___ Concentration
___ Strategy
___ Short term memory
___ Long term memory
___ Communication
___ Concrete thinking
___ Abstract thinking
___ Attention span
___ Frustration level

SOCIAL

___ 1 to 1 social interactions
___ Individual patterns
___ Unilateral patterns
___ Cooperative patterns (2-3)
___ Cooperative patterns (up to 10)
___ 1 to 1 competitive
___ Team competitive

FITNESS

___ Strength
___ Speed
___ Endurance
___ Gait
___ Energy
___ Flexibility
___ Cardiovascular endurance
___ Agility
___ Balance
___ Leg Power

Ratings: O=cannot perform/needs instruction; /=minimally performed, could benefit from instruction; X=no instruction needed; N=does not apply.

Figure 3: Leisure Assessment Profile

The Individual Leisure Lifestyle Plan

Once the leisure assessment and profile have been completed, long and short term objectives can be established. The following Leisure Lifestyle Assessment form was developed to become a part of an IEP format established by an Education Service District in Oregon. This particular plan was developed for a 16-year old adolescent male with a severe hearing loss and severe emotional problems. He had a history of non-compliance, violence, and sexual abuse. His physical development matched his chronological age, but he was extremely immature emotionally.

NAME Ken
DATE 1/25/78
PROGRAM ENTRY DATE _____

AREAS OF CONCERN	LONG TERM OBJECTIVES	SHORT TERM OBJECTIVES	ACTIVITIES	CRITERIA
Leisure Functioning: Ken picks a realistic picture of his leisure abilities as well as age appropriate leisure pursuits. He has an extremely narrow conceptualization of leisure lifestyle; extreme need in area of skills development and resource guidance.	1. Develop a leisure awareness so Ken can use knowledge of leisure and leisure experience to enhance quality of life. 2. Develop competencies to enable Ken to direct his own leisure experience toward qualitative goals through his decision making and realistic planning.	1. Through skills development orientation in three month period develop five leisure skills in extra-individual and aggregate patterns. 2. Develop basic skills necessary to plan, execute and evaluate three community leisure contacts. 3. In three-month period, develop diverse repertoire of ten activities to successfully engage in during quiet time.	Leisure counseling; Leisure education; Contracted free time, game analysis.	Leisure interest assessment; Assessment of feelings; Leisure skills assessment; Pencil and paper exercises; Analysis of verbal expression;
Motor Functioning: Motor and fitness level is from fair to good. Ken has much strength and endurance, has problems in areas of agility, coordination, and balance. Lacked knowledge of game and sport skills.	1. Develop level of fitness to 70% norm level. 2. Develop motor skills to age-appropriate levels. 3. Develop age-appropriate game and sport skills through a large variety of mediums.	1. Obtain AAV award in three month period. 2. Develop skills and knowledge of rules in three games or sports. 3. Teach five basic falls on trampoline in two-month period.	Physical fitness; body awareness; trampoline; game analysis; jogging.	Standardized tests of fitness, motor skills; Game skills; Task analysis.
Social Interaction Patterns: Severe problems in cooperative group patterns. Generally poor team member, lacks awareness of dynamics involving competition. Participation patterns often disrupted due to non-compliance, poor sportsmanship and poor following directions.	1. Develop all social interaction patterns to minimal success levels. 2. Develop awareness of group dynamics which involve changing elements of competition and cooperation.	1. In three months, develop five leisure skills in extra-individual and aggregate patterns.	Game analysis; Unit activities; Fitness; Hobby Night; Trampoline.	Observation of performance levels in various social interaction pattern behavior grids.

Figure 4: Leisure Lifestyle Assessment

Therapeutic recreation specialists are interested in improving functional abilities because they are interested in the whole child and, because the same dysfunctions that interfere with learning academics or adjusting to community life may interfere with leisure skill development. For example, to play catch a child needs visual tracking skills, eye-hand coordination, and cooperative skills. To play most table games, a child needs counting skills, directionality skills, fine motor skills, or attention span, etc. Without intervention, many handicapped children, particularly the mentally retarded, may demonstrate a) repetitious and nonfunctional actions with toys and recreation equipment, b) lack of attending to relevant cues in the environment, and c) movements for sensory input, e.g., headweaving, rocking, and filtering. Since a prerequisite to any learning situation is attending to cues in the environment, a therapeutic recreation specialist would begin intervention in this area if a child lacked attending skills.

Following are examples of general goals and objectives and some activities that a therapeutic recreation specialist might utilize for intervention. The objectives would be developed based upon the needs identified through assessment. Activity selection, modification, presentation, etc., would also be individualized, although this might occur in a small group situation. This chart, therefore, is not presented to illustrate how to remediate the areas indicated. It represents a sample of the variety of activities that a therapeutic recreation specialist might consider in developing the IEP.

Goal and Objective	Activities
A. PERCEPTUAL-MOTOR	
1. To help develop spatial concepts (Relationship of body to space (directionality) When asked, the participant names where he is in space in relation to objects, i.e., under, over, between.	a. Where am I? b. Simon Says c. Movement exploration d. The Up-Down song e. Relays using over, under, around, and through positions f. Obstacle course g. Road work through the woods h. Follow the Leader i. Dances and rhythmetic activities utilizing spatial concept j. Drama and storytelling utilizing spatial concepts.
2. To practice and perfect responses to an even and uneven slow and fast beat (Rhythm) When asked, the participant claps and responds to a fast and slow even and uneven beat	a. Rhythm band activities b. Lummi sticks c. Varied movements to fast and slow even and uneven beats d. Bouncing balls to music
2. To provide an opportunity to practice and perfect catching, throwing, and kicking skills	a. Beat the ball b. Hit, bounce and catch c. Bowling d. Circle stride ball e. Dodgeball f. Ten Trips g. Newcomb or volleyball h. Kickball i. Soccer j. Kick-baseball k. Relays utilizing these skills
4. To practice and perfect tracing, coloring, and cutting shapes.	a. Crayon etchings b. Relief c. Stenciling d. Leathercraft e. Mobiles f. Collages g. Sewing
B. COGNITIVE	
1. To help develop color concepts. When asked, the participant matches two colors.	a. Color scavenger hunt b. I see c. Color bingo
2. To help the participant become aware of numbers to the number five. When asked, the participant tells how many objects or turns have been taken up to the number five.	The number concepts, asking how many objects, turns, etc., are present or have been taken can be inserted into the participantion period and activities themselves. Also, the leader could make up many quiet and active games utilizing the concepts.
C. SOCIAL	
1. To develop appropriate facial expressions and physical gestures. During a social interaction with older participants, the participant demonstrates appropriate facial expressions and physical gestures.	a. Role playing b. Creative drama c. Rhythms d. Mirror play
2. To encourage verbalization of desires, feelings, and overall communication. During a social situation, the participant initiates and responds, including expression of desires and feelings when appropriate.	a. Rhythms b. "Show & Tell" session c. Puppetry d. Singing

*The objectives and activities have been modified from "Habilitative Recreation Program Planning" by Dr. Jean Mundy (1966)

Figure 5

Leisure Education

Classroom teachers can integrate concepts of leisure and leisure education into the total curriculum quite easily. Gunn and Peterson (1977) have presented a widely accepted model within the field of recreation, which involves four major component areas of leisure education: 1) leisure value and attitude awareness development; 2) social interaction skill development; 3) leisure activity skill development; and 4) leisure resources knowledge development.

Leisure Value and Attitude Awareness Development

Prior to attempting to help the student establish meaningful leisure skills, one must be certain that s/he understands the concept of what leisure is and what his/her personal values and attitudes are as they relate to leisure. While an understanding of this concept may seem obvious to most of us, it is not uncommon for developmentally or socially disabled or deprived persons to have a very confused or vague notion of the difference between concepts of leisure and other components of the daily routine. They must not only have an understanding of the concept of leisure, but they must also realize the significance of how constructive leisure may relate to and affect the quality of their lives.

1. Goals and Objectives:

   Goals in the area of leisure awareness are quite important for creating a solid leisure lifestyle foundation. An individual may perform well in a variety of leisure skills but have little awareness about leisure. Many times, this is due to the fact that a child's free time has been heavily structured. For instance, a parent might set up lessons on Monday for gymnastics, swimming on Tuesday, soccer on Wednesday, on Thursday an art class, and on Saturday, Girl Scouts. From these many experiences, a child may demonstrate a solid foundation in activity skills, but have little awareness as to what free time is, how to make choices, how to choose alternatives, or how to identify personal needs. The following are some possible objectives which might be helpful in this regard: (Specific conditions, terminal behaviors and criterion should be determined based upon assessment data.)

   The student:

   Understands and communicates concepts of free time versus work;

   Identifies and assesses leisure needs;

   Clarifies values and makes choices;

   Explores and tests new ideas and directions;

   Takes responsibility for his/her own leisure;

Understands the need for a balance of leisure, work, and other aspects of leisure;

Defines leisure for him/herself;

Understands consequences of leisure choices and behavior of self and others;

Demonstrates self-awareness related to play and leisure;

Understands that one is responsible for his/her own leisure lifestyle which may be changed/altered if one is unhappy;

Identified personal leisure needs, capabilities, and aptitudes, as well as barriers to desired leisure involvement;

Evaluates his/her own leisure involvement and available alternatives;

Understands what values are and the effect values have on his/her lifestyle;

Identifies and expresses values;

Understands that values as well as personal leisure needs and preferences will continue to change with time, circumstances, and experience;

Demonstrates a positive attitude toward the right to leisure for him/herself and others;

Develops habits of creative involvement.

2. Activity Selection - The exercises presented in Appendix D, and the resources listed in the selected bibliography may be used in program planning and activity selection.

Developing Social Interaction Skills

The development of social interaction skills involves teaching the individual appropriate ways of interacting in a variety of recreational activities in individual, small group, or large group settings. Skills can be fostered and practiced in instructional activities stressing both cooperation and competition.

Social skill development is a vital component of leisure education. In the past, individuals who lacked social skills were often put into social situations such as dances and parties to help them develop social skills. These individuals frequently continued to be wallflowers because they were unable to relate or lacked experiences in a group structure. They could no more spontaneously develop the necessary social interaction patterns in these situations than they could spontaneously know the rules and have the skills to play basketball. They needed special, individualized assistance and support.

1. Assessment:

To determine where to begin with an individual in order to develop social skills, it is imperative to know his/her present level of social functioning. Social functioning is most frequently determined through observation over a period of time. This can and should be looked at in conjunction with the overall assessment of leisure function. In normal growth and development, an individual progresses from solitary-self (intra-individual) to solitary-object (extra-individual) to parallel (aggregate) and then to cooperative (dyadic) relationships. The dyadic relationships include: 1) competitive, one-to-one (inter-individual); 2) competitive antagonist (unilateral); 3) competitive group (multilateral); 4) cooperative team (intra-group); and 5) competitive team (inter-group) (Avedon, 1974),

INTERACTION PATTERNS (Adapted from Avedon, Elliot, The Study of Games)

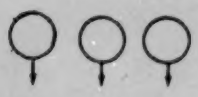
1. INTRA-INDIVIDUAL:

Action taking place within the mind or action involving the mind and a part of the body,
- requires no contact with another person or external object;
- i.e., twiddling thumbs, scratching your nose.

2. EXTRA-INDIVIDUAL:

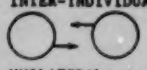
Action directed by a person toward an object,
- requires no contact with another person;
- i.e., jigsaw puzzle, solitaire, pogo stick jumping, knitting.

3. AGGREGATE:



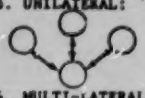
Action directed by a person toward an object while in the company of other persons who are also directing action toward objects,
- action is not directed toward each other;
- no interaction between participants is required or necessary;
- i.e., bingo, roulette, watching a movie.

4. INTER-INDIVIDUAL:



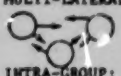
Action of a competitive nature directed by one person toward another,
- i.e., checkers, tennis, fencing, ping pong, wrestling.

5. UNILATERAL:



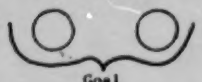
Action of a competitive nature among three or more persons, one of whom is an antagonist or "it",
- interaction is in simultaneous competitive relationship;
- i.e., tag, dodge ball, black jack.

6. MULTI-LATERAL:



Action of a competitive nature among three or more persons with no one person as an antagonist,
- scrabble, poker, monopoly.

7. INTRA-GROUP:



Action of a competitive nature among two or more persons intent upon reaching a mutual goal,
- action requires positive verbal or non-verbal interaction;
- i.e., a choir singing, an orchestra playing, a group dancing the Hora.

8. INTER-GROUP

Action of a competitive nature between two or more intra-groups,
- i.e., basketball, football, charades.

Figure 6: Interaction Patterns

Some individuals may need positive parallel (aggregate) experiences before they are ready for a true group experience. Some individuals may need to have mastered goal-oriented cooperative interaction with others (intra-group) before they can successfully compete as a member of a team (inter-group). Another aspect of leisure skill development can be assessed by using the social skills objectives which follow in the next section as a checklist to determine areas of weakness.

2. Goals and Objectives:

Below are examples of possible goals one may use in developing the social recreation skills. The specific behavioral objectives for each student will depend upon assessment results.

The student will:

Share recreation equipment whenever necessary;

Wait his/her turn whenever necessary;

Engage in cooperative leisure activities with others;

Actively participate in cooperative team games;

Work as a member of a group in the classroom, learning area, and at home;

Socialize at appropriate times;

Initiate interaction and leisure activities with others;

Play competitive games;

Demonstrate sportsmanship;

Accept losing;

Demonstrate knowledge and skills of how to play table games;

Participate in activities using public facilities, such as bowling, roller skating, and dances as a member of a group;

Locate and participate in clubs, classes, and events sponsored by community groups such as Scouts, 4-H, and garden clubs;

Treat recreation equipment appropriately and respectfully;

Store recreation equipment in assigned places;

Engage in leisure activities with others;

Engage in cooperative leisure activities with others;

Visit friends and relatives;

Plan and conduct a party;

Participate in musical activities including singing, rhythm band, and social and square dancing;

The student:

Actively participates in cooperative team games;

Compromises when necessary;

Copes with rejection and/or criticism;

Plays games with loose rules;

Offers help voluntarily;

Expresses negative feelings in a rational manner;

Rides public transportation with others;

Uses money to purchase tickets;

Demonstrates situationally appropriate behavior;

Initiates interaction and leisure activities with others;

Makes friends easily.

3. Activity Selection

An individual's social skills can be increased by using recreation activities to develop comfort with necessary behaviors at various social interaction levels. In choosing activities, it is important to keep in mind that the social component is only one part of what an activity demands from an individual. To best facilitate the development of social skills, the activities should be of interest to the individual and make cognitive and physical demands with which the individual is comfortable. For instance, checkers is a one-to-one activity which people are often taught. It is a strategy game, as is Battleship and many other table games. It takes strategy, abstract ability and planning ahead to play successfully. Some table games that do not require that abstract cognitive ability are games of chance such as Candyland.

When working with handicapped adolescents, it is important to provide leisure opportunities at social levels which are age-appropriate. The chart entitled, "Social Levels of Age Appropriate Recreation Activities of Adolescents" depicts the interaction pattern that is inherently demanded by various activities. It can be used as an aid in providing activities to be used by individuals to master the required social behaviors at each social interaction level.

	Social Interaction	Number of Participants	Examples of Activities
NON-INTERACTIVE	Unoccupied Behavior (Intraindividual)	1	Daydreaming, individual prayer and meditation, autoerotic behaviors.
NON-INTERACTIVE	Solitary independent (Extraindividual)	1	Jogging, yoga, fishing, cooking, listening to music, playing instrument, reading, collections, arts and crafts, plant and animal care, watching television alone, swimming, puzzles, sewing, solitaire, bicycling, kite flying.
NON-INTERACTIVE	Parallel (Aggregate)	2+	Bingo, watching a play, crafts class, spectating at sports events.
INTERACTIVE	Competitive one-to-one (Interindividual)	1:1	Checkers, class, tennis, table tennis, badminton.
INTERACTIVE	Competitive one-to-others	3+	Swim match, target games (darts), table games (parcheeso, lotto, dominoes, monoply), card games, (war, poker, rummy).
INTERACTIVE	Cooperative team (Intragroup)	2+	Band and orchestra, choral groups, social dances, frisbee, catch.
INTERACTIVE	Competitive team (Intragroup)	2+	Doubles tennis, budge, team sports (volleyball, softball, basketball).

Figure 7: Social Levels of Some Age Appropriate Recreation Activities for Adolescents

Higher interactive patterns may be superimposed on these activities. For instance, a craft such as macrame might be chosen as a means to increase social interaction skills. The individual might be enrolled in a macrame class, a parallel (aggregate) activity, which does not require a true dyadic relationship. When the individual is comfortable with this situation, the instructor might introduce social conversations between the individual and him/herself and then gradually, between the individual and other participants. Cooperation (intragroup) may be introduced through a group macrame project to be hung on the multi-purpose room wall. Competition (multilateral and intragroup) could be introduced through individual and group projects at a competitive art show.

Developing Leisure Activity Skills

Having determined the interests, needs, and limitations of the participant, and having determined in which types of activities the individual feels confident and is able to function socially in an appropriate manner, one may begin to teach specific types of activity skills. These skills should be meaningful to the individual, or they should direct the individual to resources where meaningful instruction may be obtained.

1. Objectives:

   Below are examples of leisure skills objectives. It is not recommended that students develop skills in all of these areas. Selection of areas should be based on interests, abilities, and the feasibility of continuing the activity in the community.

   The student demonstrates knowledge/skill appropriate for:

Reading books	Story telling	Picnicking
Reading magazines	Theatre productions	Dining
Talking on the telephone	Knitting	Cooking
Listening to radio	Stitchery	Parties
Listening to tapes	Caring for pets	Mechanics
Taking walks	Sewing	Crocheting
Riding a bike	Collecting stamps	Making models
Riding a train	Visiting clubs	Photography
Riding a bus	Socio-sexual activity	Gardening
Riding in a car	Volunteer organization	Pantomimes
Listening to records	Reading poems	Puppetry
Contemporary dancing	Reading newspapers	Creative rhythms
Social dancing	Writing letters	Papier-maché
Role acting	Viewing television	Macrame
Story reading	Painting	Jewelry making
Origami	Clay work	Drawing
Collage	Decoupage	Weaving
Folk dancing	Leatherwork	Wood sculpture

The student demonstrates knowledge/skill appropriate for visits and/or use of:

- Fairs
- Shopping centers
- Lakes
- Tennis courts
- Roller rinks
- Pools
- Nature trails
- Special interest shows
- Specialty shops
- Rivers
- Art galleries
- Campgrounds
- Parks
- Community schools
- Deserts
- Libraries
- Mountains
- Community centers
- Churches
- Garage sales
- Cultural centers
- Beaches
- Museums
- Unique or historic land forms
- Zoos
- Amusement parks
- Bowling alleys
- Playing fields

The student demonstrates knowledge/skill appropriate for attending:

- Hiking
- Roller skating
- Backpacking
- Dice games
- Tetherball
- Intramurals
- Neighborhood park programs
- Horseback riding
- Astronomy
- Basketball
- Skateboarding
- Dart games
- Tumbling
- Fishing
- Beach combing
- State/local special events
- Riflery
- Four square
- Street games
- Softball
- Camping
- Archery
- Bowling
- Horseshoe pitching
- Card games
- Jogging
- Bicycling
- Skiing
- Swimming
- Soccer
- Billiards
- Miniature golf
- Yoga
- Sledding
- Observing plants
- Wrestling
- Croquet
- Checkers
- Walking
- Hunting
- Observing animals
- Volleyball
- Ping pong
- Frisbee playing
- Weight lifting
- Sailing
- Observing birds
- Tennis
- Kite flying
- Chess
- Calisthenics
- Golf
- Ice skating
- Rock hounding
- Kickball
- Dodgeball
- Shuffleboard
- Rope jumping

Below are two examples of how these long-term objectives might be broken down into short-term objectives:

The Student Demonstrates Knowledge and Skill in Riding a Bus
(Leisure Information, 1976)

Locates bus stop independently;
Chooses correct bus, using number and/or symbols;
Indicates to approaching bus driver to stop;
Boards and presents correct fare and/or credentials, secures transfer;
Communicates desired destination to driver, if necessary;

Sits or stands where landmark for disembarking can be seen;
Signals driver of desire to disembark;
Locates transfer point;
Crosses street, with traffic signal, safely, obeying signals;
Carries "emergency information card:, uses it when necessary;
Requests information from appropriate individuals, when necessary;
Utilizes appropriate resources for determining bus time schedules.

The Student Demonstrates Knowledge and Skill in Utilizing Neighborhood Park Program (Leisure Information Service, 1976):

Identifies location of neighborhood park;
Visits park to obtain information of park program;
Introduces self to park program director;
Determines time, dates, and cost, if any, for specific activities;
Determines transportation;
Dresses appropriately.

2. Instructional Strategies

Many teachers are familiar with various program design techniques for handicapped children. It may appear difficult at times to apply these strategies to leisure skill development. This difficulty may lead to a lack of inclusion of leisure in the IEP. In general, the "part" method which utilizes activity analysis and task analysis, has been found to be the most effective in increasing duration of participation and ratio of successful completions (Dixon, et. al., 1978). The step by step sequence of parts with strong learning cues facilitates initial success by the participant and allows assistance to be diminished quickly. An example of a systems approach to the "part" method for leisure skill development is presented here to further illustrate the use of this approach in leisure skill development. The program design specifies necessary components of the IEP: goal and objective, instructional strategies, and materials and reinforcers to be used.

Topic Area: Teaching painting to moderately mentally retarded individuals.

Objective: Given painting materials and a moderately mentally retarded individual who does not know how to paint, the recreation specialist will instruct the individual in the basics of painting by using chaining process, verbal requests, physical assistance, and demonstration. By the end of the session the individual will paint on the paper without spilling any paint on the verbal command, "Paint".

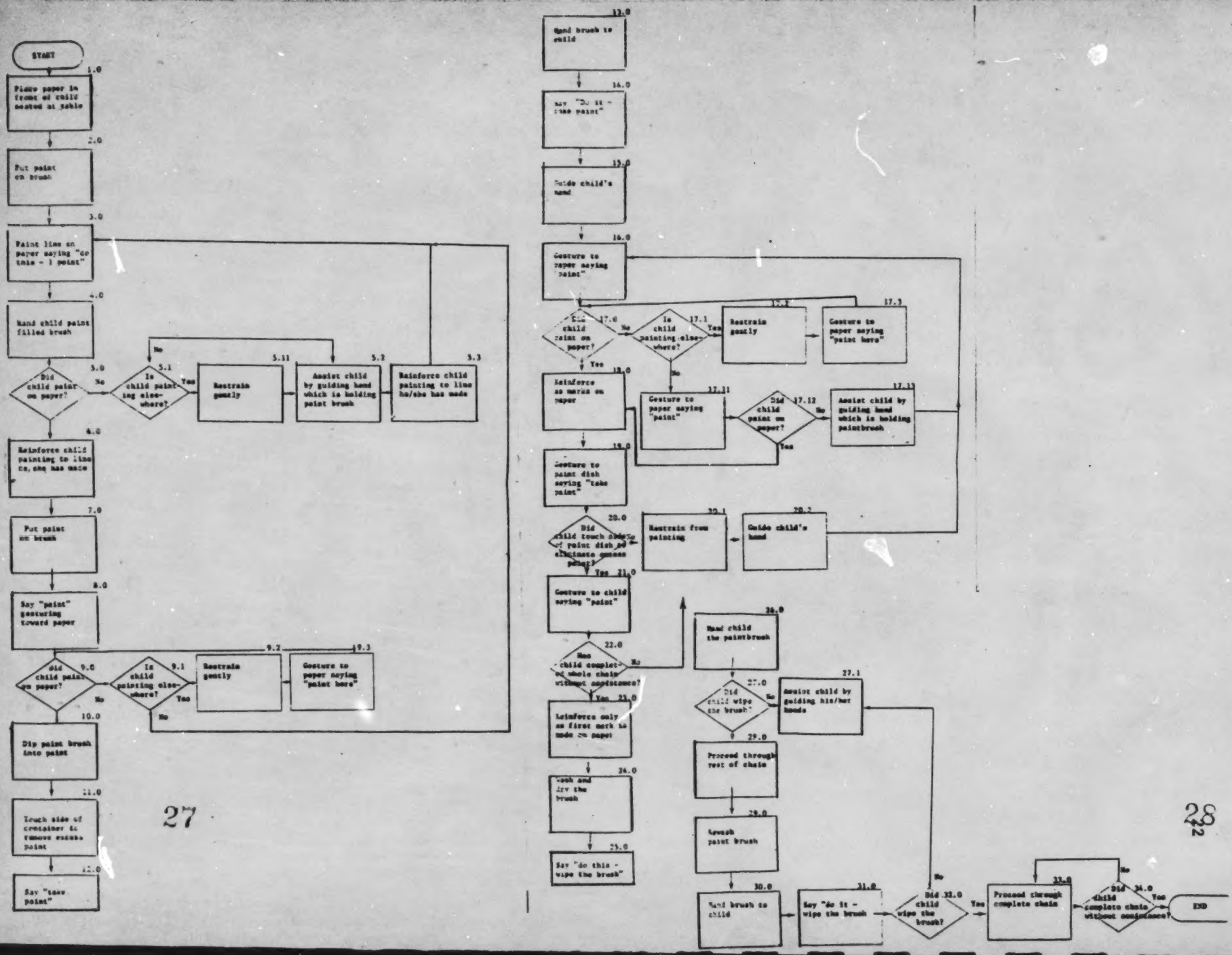
Entry Behavior:
1. The instructor knows the basics of chaining process.
2. The instructor can do actions called for in flow diagram, i.e., "restrain gently," "guide child's hand," "reinforce child".
3. The instructor has the basic skills of painting.

Mentally Retarded Individual:
1. The learner can identify by touching the following objects: brush, paper, paint, water.
2. The learner can imitate behavior.
3. The learner can demonstrate knowledge of words, i.e., "take", "more", "another", "color", and "wash".
4. The learner can hold a paintbrush.

Concepts:
Chain
Paintbrush
Paper
Paint
Water
Take
More
Another
Color
Wipe
Wash
Restrain
Reinforce

Rules: Side of paint can must be touched with brush to remove excess paint. The paintbrush should be wiped after washing. The learner should be physically assisted when he/she does not respond. The child should be reinforced for initial correct response.

Figure 8: Painting: A Systems Approach to Skill Development


START
1.0
Place paper in front of child seated at table
2.0
Put paint on brush
3.0
Paint line on paper saying "do this - 1 point"
4.0
Hand child paint filled brush
5.0
Did child paint on paper?
No
5.1
Is child painting elsewhere?
Yes
No
5.11
Restrain gently
5.2
Assist child by guiding hand which is holding paint brush
5.3
Reinforce child painting to line he/she has made
6.0
Reinforce child painting to line on, one has made
7.0
Put paint on brush
8.0
Say "paint" gesturing toward paper
9.0
Did child paint on paper?
No
9.1
Is child painting elsewhere?
Yes
No
9.2
Restrain gently
9.3
Gesture to paper saying "paint here"
10.0
Dip paint brush into paint
11.0
Touch side of container to remove excess paint
12.0
Say "take paint"
13.0
Hand brush to child
14.0
Say "Do it - take paint"
15.0
Guide child's hand
16.0
Gesture to paper saying "paint"
17.0
Did child paint on paper?
No
17.1
Is child painting elsewhere?
Yes
17.2
Restrain gently
17.3
Gesture to paper saying "paint here"
Yes
18.0
Reinforce as more on paper
No
17.11
Gesture to paper saying "paint"
17.12
Did child paint on paper?
No
Yes
17.13
Assist child by guiding hand which is holding paintbrush
19.0
Gesture to paint dish saying "take paint"
20.0
Did child touch side of paint dish to eliminate excess paint?
No
20.1
Restrain from painting
20.2
Guide child's hand
Yes
21.0
Gesture to child saying "paint"
22.0
Has child completed whole chain without assistance?
No
Yes
23.0
Reinforce only as first mark is made on paper
24.0
Wash and dry the brush
25.0
Say "do this - wipe the brush"
26.0
Hand child the paintbrush
27.0
Did child wipe the brush?
No
27.1
Assist child by guiding his/her hands
Yes
28.0
Proceed through rest of chain
29.0
Wash paint brush
30.0
Hand brush to child
31.0
Say "do it - wipe the brush
32.0
Did child wipe the brush?
No
Yes
33.0
Proceed through complete chain
34.0
Did child complete chain without assistance?
No
Yes
END

In the area of leisure, satisfaction is an important concern and is apparently linked to successful and internalized experiences (Dixon, et al, 1978). Although it is difficult to represent in writing instructional strategies, a vital aspect of the intervention is to emphasize individual leisure participation where the characteristics of the activity provide motivational influence to the individual rather than the supervision of the instructor providing the influence. During intervention there needs to be a balanced emphasis on precision with an informal and playful instruction and practice atmosphere. The program must be carefully planned so that instructional assistance is diminished as soon as possible. The goal is to enable the individual to have a successful and enjoyable leisure experience which s/he will want to pursue independently in the future.

Developing Knowledge of Leisure Resources

Ideally, this component is the final phase of leisure education and is designed to teach participants to identify, locate, and utilize available resources. Having completed this phase of the process, the individual should be more adequately prepared to exercise independence in choosing and enjoying leisure activities successfully. Please refer to the leisure education section (Appendix D) to find the examples of activities to promote this area.

Below are examples of possible goals one may use in developing knowledge of leisure resources.

The student:

Is familiar with the wide variety of resources, opportunities, and alternatives that exist to facilitate leisure involvement;

Will seek out, evaluate, and use resources;

Identifies and assesses leisure needs;

Demonstrates leisure problem-solving abilities;

Demonstrates knowledge of leisure resources and their uses;

Demonstrates expanded knowledge of leisure opportunities;

Demonstrates increased personal repertoire of leisure skills;

Will identify recreation resources in the community;

Will develop weekly leisure plan;

Demonstrates good time management.

School and Community Recreation

The final goal of recreation services for handicapped children is to enable them to pursue leisure as independently as possible. It is important to treat handicapped children as normally as possible in all areas. No child should be denied a recreation or leisure experience which is available to others. Most handicapped children do not live, go to school, or play exclusively with other handicapped people. Handicapped individuals should participate in regular programs when possible and special activities only when necessary.

Leisure Lifestyle Integration

Classroom teachers are probably familiar with models of integration or mainstreaming in the schools. Since they may be unfamiliar with various models of integration within leisure services, the following model is presented to depict the various stages of integration ranging from those where the individual requires total assistance to those where the individual can engage in self-sustained leisure. Special populations have traditionally been limited to segregated groups, but are now becoming involved in a variety of areas. Service groups and community agencies have become more responsible and accountable for involving special populations in all levels of leisure. Presently, there is a large range of recreational opportunities available for special populations. In the recreation setting, as well as the educational setting, the individual should always be placed in the least restrictive environment.

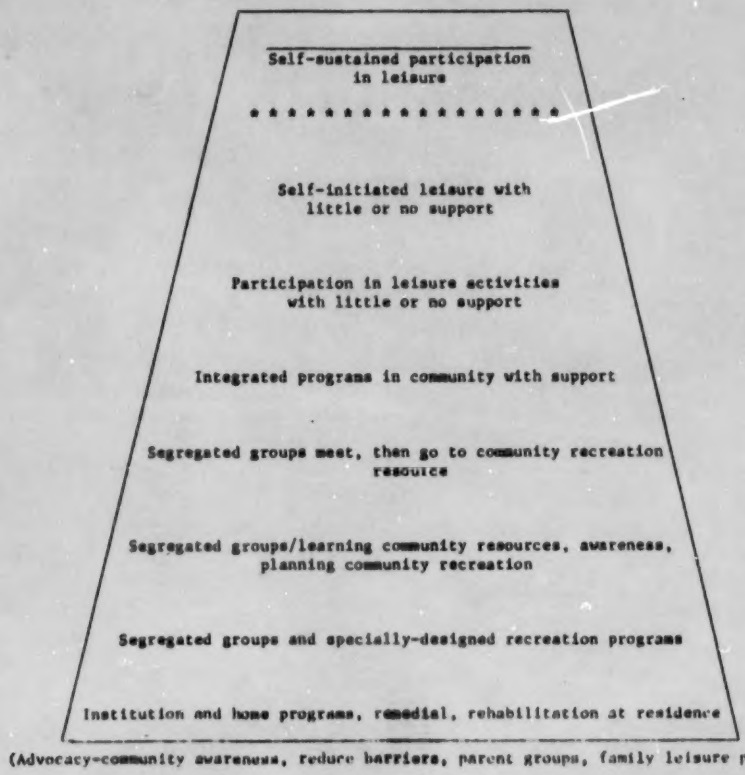

Self-sustained participation in leisure
Self-initiated leisure with little or no support
Participation in leisure activities with little or no support
Integrated programs in community with support
Segregated groups meet, then go to community recreation resource
Segregated groups/learning community resources, awareness, planning community recreation
Segregated groups and specially-designed recreation programs
Institution and home programs, remedial, rehabilitation at residence
(Advocacy-community awareness, reduce barriers, parent groups, family leisure plans)

Figure 9: Leisure Lifestyle Integration Model

A child may require different amounts and kinds of assistance in various areas. For instance, an adolescent who is a paraplegic might have difficulty playing with his/her able-bodied peers on the school basketball team, but s/he might have the skills to play on a segregated wheelchair basketball team. In this case, s/he would need an accessible facility with ramps, ground level entrances, lowered drinking fountains, etc. The same adolescent could participate with non-handicapped peers in activities such as table games, arts and crafts classes, swimming, fishing, shooting archery. It must be noted that integration takes time and effort. Some specialized staff, techniques, and equipment may be required. Resources for special equipment can be found in Appendix E.

Adaptations of Games and Activities

It is neither possible, nor desirable, to list all of the recreation activities appropriate for handicapped children. For the most part, the handicapped child can participate in any activities in which the non-handicapped can participate. Providing games and activities for the handicappped individual necessitates consideration of each child's abilities and limitations so that modifications and adaptations can be made to insure safe participation. The following modifications for games and activities for the handicapped are recommended (Doolittle).

I. General considerations:

   a. Most children with permanent disabilities will have already developed necessary modifications to permit their participation in certain activities. Allow these children to proceed at their own rate of involvement. If they experience difficulty or cannot make the necessary adjustments, step in and assist.

   b. Adaptations must be made to suit the child's abilities rather than his/her disabilities.

   c. Modification of game rules should not be discouraged and should be regulated to meet the needs of the group.

   d. Try not to change a game to such a degree that the children lose sight of what they started to play.

   e. When working with a new student, begin slowly and gradually introduce him to new activities. Keep in mind the child may have some fear of new experiences, may become embarrassed or display a lack of initiative.

II. Methods of modifying games and activities:

   a. Reduce the size of the playing area:
      1. Change the boundary lines;
      2. Increase the number of players;
      3. Decrease the height of the net or goal;
      4. Use equipment that will reduce the range of play;
      5. Net-type games may be played through a hoop.

b. Use lighter equipment:
   1. Plastic bats, "wiffle-type";
   2. Large plastic beachballs, bladder balls;
   3. Yarnballs, styrafoam balls.

c. Slow down moving objects:
   1. Change the throwing style to underhand;
   2. Throw ball with one bounce;
   3. Roll the ball;
   4. Stationary ball: place it on home plate or place it on a batting T;
   5. Increase the size of the ball;
   6. Decrease the weight of the ball;
   7. Decrease the air pressure within the ball.

d. Modify the rules:
   1. Sit down or lie down rather than stand;
   2. Walk rather than run;
   3. Kick rather than strike;
   4. Throw or strike rather than kick;
   5. Permit additional trials: strikes, throws, and jumps;
   6. Allow for substitution;
   7. Reduce the time periods of the game;
   8. Reduce the number of points required to win a contest.

e. Provide additional rest periods:
   1. Discuss rule infractions;
   2. Discuss strategy and team play;
   3. Rotate players in and out of the game or into active and inactive positions;
   4. During rest periods: nok-hockey, bos soccer, darts, ring toss, etc.

II. Modification of games and activities for exceptional children: As a rule, activities are selected from those which are most appropriate for various age groups of normal children. The difference lies in the application of these activities. Following are suggestions for adapting individual and dual sports:

- Archery: Use lighter bow, arrows with rubber tips. Student may sit, draw target.

- Bait-fly casting: Place target boards on gym floor or field at various distances. Student may sit.

- Badminton: Four players on each side, each playing small zone. "Hoopbird" played with bird or yarnball.

- Bowling: Use plastic "gym-bowl" equipment or plastic detergent bottles. Student may bowl from a chair or sit on the floor. Roll ball through cardboard tube or box.

- Croquet: Use plastic mallets and wiffleballs, vary the distance to the wickets.

- Gymnastics: Tumbling, parallel bars, high bar, rings and sidehorse;

- Golf: Hit plastic practice ball into old tennis or volleyball nets which are faced with burlap. Putt on an old rug into a can placed on its side. Make miniature golf course from odds and ends.

- Handball: One wall, use partially deflated volleyball or smaller playground ball to slow the action of the game.

- Horseshoes: Rubber shoes or quoits can be used in and out of doors. Throw shoes into a box.

- Shuffleboard: Shorten distance between scoring zones. Student may sit.

- Swimming: Obtain the American Red Cross Swimming for the Handicapped.

- Table Tennis: Use larger paddles, make small table-size loop and play as "hoopbird". Place plywood sides on the bale so the ball will not bounce off the table as often; off the sides, ball remains in play.

- Tetherball: Sit or stand, punch or kick. Make small table-size game with broomstick and small rubber ball in a silk stocking.

- Quiet games: Nok-hockey, table shuffleboard, pool, darts, beanbag toss games.

Adapting team sports:

- Baseball - Softball-type games: Use light plastic bats and wiffleballs, batting tee. Use base runners, two sets of bases (one of shorter distances), throw the ball into the field rather than bat it. Give children positions that require little movement.

- Kickball: Punch or throw the ball rather than kick it. Place ball on home plate rather than roll it.

- Basketball type games: Limit movement in the game by playing 21, Around the World, Six Court, Half-Court, Scooter Basketball, Foul Shooting. Barrelball. Have student do the foul shooting for both teams.

- Soccer-hockey-type games: Have student play goalie. Reduce size of goal. Scooter games: Punching a playground ball. Hockey played with old brooms and volleyball. Barrelball: Shooting for hole. Volleyball-type games: Deck tennis, Newcomb, use larger soft bladder ball. Have both teams sit on the floor; put net at 4-5'.

Community Recreation for Handicapped Children

Although programs are sometimes difficult to identify, most communities have some appropriate recreation opportunities for handicapped children. To help publicize these programs, a growing number of organizations and communities have developed or are in the process of developing resource booklets on specialized recreation services. Some of these organizations include: Multnomah County Developmental Disabilities Council, Clackamas County Association for Retarded Citizens, the City of Salem's Regional Park and Recreation Agency, Project Recreate, and People First of Oregon. Because many programs change quarterly, it is often difficult to keep abreast of program offerings. Getting on the mailing lists of agencies that provide recreation services and checking newspapers will ensure that you are kept up to date. The following is a list of agencies which may provide recreation services in your community. Call these agencies to see if they offer recreation programs for the handicapped and/or would accept handicapped people in the existing programs. Keep in mind that not all handicapped children will need specialized recreation services. Many will benefit from participation in services with non-handicapped peers. Further resources for community recreation for handicapped children may be found in Appendix F: National Resources.

- Public Recreation Agencies
- Community Education Programs
- Youth organizations:
  - Camp Fire Girls Association
  - Girl Scouts of America
  - Boy Scouts of America
  - Boys Club
  - Girls Clubs
  - YWCA
  - YMCA
  - 4-H
- Community Colleges: Special Education Department, Physical Education Department, Adult Education, and Community Services
- Universities: Special Education Department, Physical Education Department, Recreation Department
- Local Churches
- Voluntary Health Agencies: Easter Seal, United Cerebral Palsy, etc.
- United Way
- Consumer Groups: Wheelchair Athletic Association, Wheelies Bowling League, Oregon Paralyzed Veterans of America, Handicapped Sportsman Club, People First, Outriggers, Wheelblazers
- Clubs and Organizations: Rod and Reel Club
- Service Organizations: Kiwanis, Lions, 20-30, etc.
- Special Olympics
- Local Libraries
- Advocacy Groups: State and Local Association for Retarded Citizens, County Developmental Disabilities Councils
- Centers for the Handicapped: Developmental Centers, Work Activity Centers, Special Schools, Group Homes, Intermediate Care Facilities.

Camps

A frequent experience of all children is that of going to camp. An excellent resource for camps in the State of Oregon is the American Camping Association's GUIDE TO ACCREDITED CAMPING. One can obtain a copy of this by writing to the American Camping Association, Box 66, Portland, Oregon 97209.

Other good resources are church camps and parks and recreation districts. Information can be provided by contacting local agencies. The following list of camps represent established camps in Oregon that have traditionally served the handicapped.

Summer Camps	Contact
1. Columbia River Council Girl Scout Camp Camping experiences for handicapped girls grades 1-12. Integrated into regular program.	Columbia River Girl Scout Council 4747 S.W. Kelly Street Portland, Oregon 97201 telephone 224-6560
2. Camp Fire Camps Integrated into regular program.	Camp Fire Girls 1310 East Evergreen Boulevard Vancouver, Washington 98661 telephone 693-1419
3. Camp Christmas Seal 7-day program for boys and girls 9-13 years old with asthma or respiratory allergies.	Oregon Lung Association 830 Medical Arts Building 1021 S.W. Taylor Street Portland, Oregon 97205 telephone 224-5145
4. Camp Colton For developmentally delayed 20 years old and over	Lutheran Outdoor Ministries 1315 S.W. Park Avenue Portland, Oregon 97201 telephone 223-0173
5. Camp Easter Seal For physically handicapped youth and adults	Easter Seal Society 4343 S.W. Corbett Portland, Oregon 97201 telephone 228-5108
6. Camp Kilowan Day camp for handicapped children and youth	Willamette Council of Campfire Girls 1930 McGilchrist Street, SE Salem, Oregon 97302 telephone 581-0477
7. Camp Ky-O-Wa Day camp for mentally and physically handicapped persons 4 years and over	Specialized Recreation Portland Parks and Recreation 6525 S.W. Capitol Hill Road Portland, Oregon telephone 248-4328

8.	SUMMER CAMPS Camp Lutherwood	Central Lutheran Church East 18th and Potter Eugene, Oregon telephone 345-0395
9.	Camp Sharon Day camping facilities	9323 West Stayton Road Aumsville, Oregon 97325 telephone 749-2383
10.	Camp Taloali For hearing impaired	Anthony Papalia 780 N.E. 12th Street, #99 Vancouver, Washington 98664
11.	Camp Trestle Glen For mentally retarded adults	Salvation Army 1785 N.E. Sandy Portland, Oregon 97208 telephone 234-0825
12.	Camp Wilani For girls grades 1-12 and boys grades 1-6. Integration into regular camp.	Campfire Service Center 3031 Hilyard Street Eugene, Oregon 97405
13.	4-H Camp Lane For developmentally disabled 9 years through adults	Linn-Benton County 4-H Post Office Box 765 Albany, Oregon 97321 telephone 282-0931
14.	Gales Creek Camp For diabetic children	Diabetic Children's Camp Foundation 2519 North Mississippi Avenue Portland, Oregon 97227 telephone 282-0931
15.	Jerry Lewis Summer Camp For muscular dystrophy children	Muscular Dystrophy Association 144 East 14th Street, Suite 4 Eugene, Oregon 97401 telephone 686-2753
16.	Meadowood Springs Speech Camp For children with speech, hearing and language disorders	Post Office Box 1025 Pendleton, Oregon 97801 telephone 276-2752
17.	Northwest Christian Deaf Camp For deaf and hearing impaired	585 Joahnson Street, NE Salem, Oregon 97303 telephone 581-1874
18.	Oregon Lions Summer Camp For legally blind persons	Oregon Lions Sight Foundation Portland, Oregon
19.	Summer Challenge Resident outdoor backpacking experiences for special populations	Mike Johnson 345-5073 Cory Stout 686-0061
20.	Hemophiliac Foundation	Hemophiliac Foundation 320 S.W. Stark, Room 219 Portland, Oregon 97204

Model Recreation Services in Schools

Often there is a discrepancy between what is and what could be in a delivery system. This tends to be particularly true of new services. Leisure services for handicapped children is a new service in many schools. There are, however, a number of local and national recreation/leisure service delivery models to follow within some schools. The following section describes how these schools have addressed the components of recreation as a related service in P.L. 94-142. Although presented separately, the components are not mutually exclusive. Assessment of leisure function, an integral part of each component, will not be dealt with here. The intent of the law is that the school provide all components of recreation as needed by the handicapped child.

Therapeutic Recreation Services

Increasingly, school systems are hiring registered therapeutic recreation specialists to evaluate, plan, and consult on programs for groups and individual handicapped children. The roles and functions of these specialists may vary. In the Dekalb County School System (Scottdale, Georgia), the Abilene (Texas) Public School System, and in two parishes in Louisiana, the therapeutic recreation specialists are itinerant and function similarly to a resource specialist. These individuals also provide services and/or consultation in leisure education and school recreation.

Most schools in Oregon have utilized existing therapeutic recreation agency personnel for consultation. The Leisure Lifestyle Assessment Form presented previously was developed and used by the therapeutic recreation specialist for IEP input at the Children and Adolescent Secure Treatment Unit of Oregon State Hospital. The therapeutic recreation specialist at Easter Seals School uses a similar format. The therapeutic recreation specialist at Dorothea Kerr Center for Handicapped Children has worked with classroom teachers within the Lake Oswego School District to develop and implement individualized recreation plans for her clients. The staff from Project Recreate of Crippled Children's Division (CCD), University of Oregon Health Sciences Center, has provided consultation to the schools on individual CCD patients and they have worked with the Multnomah Educational Services District to assist in leisure assessment and the development of I.E.P.'s, recreation/leisure programs, and physical education programs related to lifetime leisure skills.

Leisure Education

It is apparent that there is a great deal of misunderstanding of leisure education, both as a concept and as a process. There is an emphasis on activity in the stated goals and objectives of these programs. Few states have made any attempt to focus on attitudes and values related to leisure (Mundy and Odum, 1979).

Several states that stress competency-based education programs are looking to include recreation/leisure in their competency programs. For example, through Project Basic, the Maryland State Board of Education will require all students to demonstrate proficiency in five areas, one of which is the World of Leisure. The Maryland State Department of Education is in the process of developing mimimum competencies and assessment tasks to measure student achievement of the competencies.

The Bureau of Education for the Handicapped has funded several leisure education projects in recent years. One of these, Project S.E.L.F., (Special Education for Leisure Fulfillment) has been piloted with moderate to severely handicapped children in elementary and secondary level classes within the Beaverton and Portland Public Schools, as well as in several other states.

School and Community Recreation

In many plans schools have contracted with community agencies to provide recreation services for handicapped children in all or in specific areas along the recreation continuum. The San Diego Parks and Recreation Department and San Diego City Schools utilize a program which provides children, with special needs and conditions, an opportunity to be exposed to and participate in recreational activities and leisure education within their regular school program. Crafts and games are used to teach the children how to work and interact together. The recreational leaders have taken what the students have learned in the classroom and have tried to help the students incorporate these skills in group situations dealing with educationally handicapped and educable mentally retarded children in primary and secondary schools. The Seattle (Washington) and Arlington (Virginia) Recreation and Park Departments provide similar direct recreation service both during the school day and after school. The growing information sharing and cooperative efforts between schools and specialized recreation divisions within municipal recreation departments will significantly increase service delivery in the area of school and community recreation and extracurricular activities.

Because of community schools' alliance to both the education and recreation service delivery system community school personnel are a significant resource. They may be able to find volunteers such as community agency staff, parents, and college and high school students in Oregon, as Clackamas County Community Schools and Markham Community School (Portland) have done in offering after school recreation programs for handicapped children.

In some states, schools have utilized service organizations and other groups. Duluth (Minnesota) citizens, organizations, and businesses have joined together to help provide recreation activities for children with handicapping conditions through Duluth Public School's Recreational Activities for Students with Handicaps (RASH). Presently RASH is a part of the daily classroom schedule for Duluth's special populations. Morning schedules include language,

reading, writing, basic numbers, self-help skills, music, physical education, and lunch. Afternoons are filled with story time and RASH activities such as skiing, ice and roller skating, bowling, swimming, and gymnastics.

"Qualified" Recreation Personnel

Professionally trained therapeutic recreation specialists are the qualified personnel to assess leisure functioning, give input into the IEP relative to recreation and leisure, consult, and provide inservice training on recreation in the schools. The following educational professional requirements for therapeutic reacreation consultation are consistent with legislative precedents and standards of the National Therapeutic Recreation Society and are recommended as a guideline for determining eligibility for employment in the public schools:

1. a) Masters degree from an accredited college or university with a major in recreation and an option or emphasis in therapeutic recreation; or

   b) Masters degree with a major in recreation plus one year's professional work experience in therapeutic recreation, including assessment of leisure function and design of individualized recreation plans. Registered or eligible for national registration (through NTRS) at the therapeutic recreation specialist level or higher.

   or

2. a) Baccalaureate degree from an accredited college or university with a major in recreation and an option or emphasis in therapeutic recreation, plus three years of professional work experience in therapeutic recreation, including assessment of leisure function and design of individualized recreation plans; or

   b) Baccalaureate degree in recreation and four years of experience in therapeutic recreation. Registered or eligible for national registration (through NTRS) at the therapeutic recreation specialist level or highers.

Examples of recreation positions which are <u>not</u> qualifying for therapeutic recreation registration are: Park Administrator and Outdoor Recreation Specialist; Playground Leader; Community Center Recreation Specialist or Leader; Special Services Officer, Armed Forces; Youth Activities Recreation Specialist; Commercial Recreation Leader; Boy's Club Recreation Leader; Y.M.C.A. Recreation Leader; Drama, Art, and Music Teacher and Specialist; Coach and Sports Specialist; Vocational Counselor; Recreation Specialist for a prison, correctional institution, or school; or diversional-type Recreation Specialist positions.

Appendix A

INTERVIEW SCHEDULE

FOR

ASSESSMENT OF LEISURE FUNCTION

Appendix A

INTERVIEW SCHEDULE FOR ASSESSMENT OF LEISURE FUNCTION

Section 1

What's your name? _____ When were you born? _____

What's your address? _____

What's your phone number? _____ Today's date _____

What sex are you? Male _____ Female _____ Interviewer _____

Section II ACTIVITY	What do you enjoy about_____?	What do you do in _____?	How often do you do _____? How long have you _____?	Where do you do_____?	Who do you do _____ with? How old are these friends?	How do you get involved in doing_____? How do you get there?
What is your favorite part of school/work?						
What activities have you liked in physical education?						
What electives, clubs, sports and teams have you engaged in?						
What are the 5 things you enjoy the most outside school/work?						
What other things do you do with your friends? with boys? with girls?						
What other things do you do when you are alone?						
What are you good at?						
Miscellaneous						

How do you feel when you lose a game (or do not do something well)? _____

Name the people you live with | How old is _____? | What do you enjoy doing with _____

_____

_____

How much money do you have to spend a week? _____

What do you spend it on? _____

_____

Section III

What new activities would you like to try?	Why don't you do _____ now?	Where could you go to do _____?	What equipment (or clothes) do you need to do _____?	How much would _____ cost?

_____

_____

You have just won $10,000.00 in the "Feelin's Good Derby". What will you do with this money? _____

_____

Appendix B

DEVELOPMENTAL LEVELS OF PLAY

Appendix B

DEVELOPMENTAL LEVELS OF PLAY

Developmental Age	Birth-6 months	7-12 months	13-18 months	Variable	19-24 months
		EXPLORATORY			
Characteristics	Orienting: mouths, licks, bites, body moves, babbles, vocal patterns.		Repetitive manual manipulation.	Observing behaviors of others.	Repeittious: pulling, pounding, throwing, jumping, climbing (locomotor exploration)
		PRACTICE (FUNCTIONAL) Play			
		NON-INTERACTIVE			
Social Interaction	Unoccupied Behavior (Intra-individual)		Solitary independent (Extra individual)	Onlooker	Parallel (Aggregate)
# Participants	1	1	1	Variable	Variable
Examples of Activities and Materials	Peek-a-boo, Where's Baby?, Patty Cake, Treasure Hunt, This Little Piggy, Eentsie Weentsie Spider, Horsey, etc.				Water play, sand plan
	Senses and body; other bodies; concrete objects; soft, cuddly toys, mobile for crib, noise-makers, large plastic rings, etc.		Squeaky plan animals, unbreakable dolls, empty containers with removable lids, floating bath animals, nests of hollow blocks or boxes, etc.		Crayons, 3-5 piece puzzle, large ball, tom-tom, wagon, rocking horse, pull toys, pound toys, pots, pans, wooden spoons, large containers, sponges, etc.

Developmental age	2 - 3 years	3 - 4 years	4 - 5 years	5 - 6 years
Characteristics	Investigarory, climbing, running, jumping, digging; no give and take in play.	Representative, imaginary, climbing, swinging, role play.	Make believe play; cooking with parent, takes turns shares toys.	Systematic; varied construction, conforms, some rivalry, increased doll play.
		PRE-OPERATIONAL (SYMBOLIC) PLAY		
		INTERACTIVE		
Social	Associative Play	Cooperative Play		
		One-to-one (Interindividual)	One-to-others (Unilateral)	Group (Multilateral)

# Participants	2 or 3	1:1	2 or 3	2 - 5
Examples of Activities and Materials	Not yet ready for organized games. Dress up, telephone	Singing games (Here We Go Round the Mulberry Bush)	Hide and seek, tag, red rover, sewing cards, King on the Mountain.	Simple circle games (Duck Duck Goose), jumprope, hopscotch, target toss, bat ball.
	Bean bags, housekeeping equipment, costume box, hollow blocks, large wooden beads, picture books, push-pull toys.	Bubble set, clay, sand, farm and zoo animal sets, costume box for dress up clothes, floor blocks with family figures, transportation play materials, steering wheel, large cartons, hammer and nails.	Finger paints, crayons, blunt scissors and paste, puppits, play luggage, housekeeping equipment, wood scraps Play Doh.	8-20 piece puzzles, puppets, play circus, fix-it and try-it materials, tricycle and bicycle, stacking and nesting toys, plants.

Developmental Age	6-8 years	8-10 years	10 years and up
Characteristics	Construction, wrestling and tusseling, curious about nature.	Preoccupation with realism; operational, likes friends of own sex.	Specialization of interests. (hobbies, collections); yield to group, team spirit
	CONCRETE OPERATIONS		FORMAL OPERATIONS
# Participants	2+	Variable	Variable
Examples of Activities	Low organized games (Steal the Bacon). Not ready for team activities in which the group wins rather than the individual. Checkers, target games.	Lead-up games (Newcombe) and relays; clubs; wirting to pen pals.	Regular sports with adult rules adapted to needs (tennis, backetball); news and poetry writing; band and orchestra; choral groups; social dances, creative dramatics.
	Plaster of Paris, papier mache, table games (lotto, parcheesi), wagon, jump rope, marbles, pogo stick, kite, playhouse, puppets, boy and girl dolls, climbing apparatus, chalk board, clay, nature crafts, nature games.	Steam engines, electro magnets, old alarm clocks, sports equipment, bicycle, skates, craft sets, hobby sets, live pets, table games, table games (Chinese Checkers), box hockey, table tennis.	Hobby sets, musical instruments, camera, sports equipment, electrical and scientific equipment, books of reference, tools, character dolls and materials for making doll clothes, record player, table games (chess, cominoes, poker, etc.)

Appendix C

LEISURE EDUCATION EXERCISES

Appendix C

LEISURE EDUCATION EXERCISES

Title: 12 Foot Room Resource: Personalizing Education, Values Clarification and Beyond

Activity Purpose:

_____ Improve decision making	_____ Increase leisure knowledge
_____ Clarify leisure attitudes and values	_____ Increase leisure skills
_____ Leisure Awareness	_____ Leisure related problems

Age Appropriateness;

_____ Preschool (1-5 yrs.)	X Teenagers	X Adults
X Elementary (5-12 yrs.)	X Young Adults (18-25 yrs.)	X Seniors

Objectives of Activity:

Place priorities on leisure

Clarification of needs and utilization of a block of time

Equipment, Materials, Supplies:

8 x 11 paper, pencil

Special Instructions or precautions indicated by activity:

1. Give participants the following information:

   "Imagine that you had to live one year in a twelve-foot square room with no windows. Draw on a piece of paper everything that you would need including basic needs as well as leisure, free-time needs."

2. Discuss drawings and why certain aspects were chosen.

Criteria to be used in judging success/failure to mee ting objectives:

Title: Leisure Crest Resource: Debbie Rios

Activity Purpose:

____	Improve decision making	____	Increase leisure knowledge
____	Clarify leisure attitudes and values	____	Increase leisure skills
____	Leisure Awareness	____	Leisure related problems

Age Appropriateness:

____	Preschool (1-5 yrs)	X	Teenagers	X	Adults
X	Elementary (5-12 yrs)	X	Young Adults (18-25 yrs)	X	Seniors

Objectives of Activity:

Self expression of leisure values, likes, dislikes

Equipment, Materials, Supplies:

Materials for button making, pencils, inck pens, paper.

Special instructions or precautions indicated by activity:

1. Discuss family crests.
2. Discuss making a leisure crest and how they might look.
3. Provide colored pencils, ink pens and paper for designing their leisure crest.
4. For lower functioning persons, use magazing cut outs.
5. Apply button.

Criteria to be used in judging su ess/failure in meeting objectives:

During discussion participant talks about self and leisure values while displaying the leisure crest.

Title: Choosing Alternatives Resource: McDowell

Activity Purpose:

____	Improve decision making	____	Increase leisure knowledge
____	Clarify leisure attitudes and values	X	Increase Leisure skills
X	Leisure Awareness		

Age Appropriateness:

____	Preschool (1-5 yrs)	X	Teenagers	X	Adults
____	Elementary (5-12 yrs)	X	Young Adults (18-25 yrs)	X	Seniors

Objectives of Activity:

Develop insight and awareness of barriers and solutions and how to overcome them.

Equipment, Materials, Supplies:

pencil, paper

Special Instructions or precautions indicated by activity:

Have the participants examine the following questions and write their answers or discuss them.

1. You are physically tired from a hard day at work or a strenuous recreation activity, what might you do and why?
2. You really feel full of zip, what might you do and why?
3. You feel "up tight" either with tension, anxiety - what might you do and why?
4. You find that what you wish to do in your free time is very similar to work job, what might you do and why?
5. You've planned to do a specific activity (work or leisure related) but find that you are unable to do it for some reason, what might you then do and why?

Discuss the many barriers that come about and how our attitudes towards behaviors may stop us from having a fulfilling leisure.

Criteria to be used in judging success/failure in meeting objectives:

Title Leisure Poem Resource: Debbie Rios

Activity Purpose:

____	Improve decision making	____	Increase leisure knowledge
____	Clarify leisure attitudes and values	____	Increase leisure skills
X	Leisure Awareness	____	Leisure related problems

Age Appropriateness:

____	Preschool (1-5 yrs)	X	Teenagers	X	Adults
X	Elementary (5-12 yrs)	X	Young adults (18-25 yrs)	X	Seniors

Objectives of Activity:

Increase awareness of one's participation in leisure

Equipment, Materials, Supplies

pencil, paper

Special instructions or precautions indicated by activity:

1. Have each individual make a large diamond on their paper
2. Have each individual choose a favorite leisure activity. In the diamond they will write one word that describes a color to describe the activity, 2 words that describe the sound, 3 words that describe the smell, 2 words that describe the feel and 1 word that describes the taste.

   Example:

   Green
   loud crash
   green dirty B.O. Football
   Hot sweaty
   salt
3. Discuss results; one might recite their poem and have others guess and compare the activity.
4. Repeat the process but this time have everyone write a poem describing the same activity.

Criteria to be used in judging success/failure in meeting objectives:

Expression of the activity.

Title: Values Scavenger Hunt

Resource: Personalizing Education: Values Clarification and Beyond

Activity Purpose:

_____	Improve decision making	_____	Increase leisure knowledge
X	Clarify leisure attitudes and values	_____	Increase leisure skills
_____	Leisure Awareness	_____	Leisure related problems

Age Appropriateness:

_____	Preschool (1-5 yrs)	X	Teenagers	X	Adults
_____	Elementary (5-12 yrs)	X	Young Adults (18-25 yrs)	X	Seniors

Objectives of Activity:

Increase values awareness with regards to leisure.

Equipment, Materials, Supplies:

Pencil, paper

Special instructions or precautions indicated by activity:

Below is a list of values, choose a leisure activity that represents each value and share it:

Value	Leisure Activity	Reason You Chose It
Beauty		
Love		
Friendship		
Truth		
Peace		
Equality		

Variations might be photographs, clippings from magazines, or objects that represent these values.

Criteria is to be used in judging success/failure in meeting objectives:

Title: Values Auction or Activity Auction Resource: Debbie Rios

Activity Purpose:

_____	Improve decision making	_____	Increase leisure knowledge
_____	Clarify leisure attitudes and values	_____	Increase leisure skills
_____	Leisure Awareness	_____	Leisure related problems

Age Appropriateness:

_____	Preschool (1-5 yrs)	X	Teenagers	X	Adults
X	Elementary (5-12 yrs)	X	Young adults (18-25 yrs)	X	Seniors

Objectives of Activity:

1. Clarification of values, decision making.
2. To make choices about what values are most important.

Equipment, Materials, Supplies:

paper money, chalkboard

Special instructions or precautions indicated by activity:

1. Give each participant $500 in play money.
2. List values on board: ambitious, capable, confident, flexible, helpful, honest, respectful, self-controlled, freedom, beauty, wisdom, friendship, self-worth. (This can be a list of activities, movies, rafting, tennis or a list of character traits, handsome, clever, etc.)
3. Auction off list and tally individual collections.
4. Discuss why individuals choose values, discuss the process and how some of these values might be obtained in leisure.

Criteria to be used in judging success/failure in meeting objectives:

Each member obtaining a value, discussing why it was chosen and what leisure activity might fulfill that value.

Title: Who Am I Resource: Debbie Rios

Activity Purpose:

_____	Improve dicision making	_____	Increase leisure knowledge
_____	Clarify leisure attitudes and values	_____	Increase leisure skills
_____	Leisure Awareness	_____	Leisure related problems

Age Appropriateness:

_____	Preschool (1-5 yrs)	X	Teenagers	X	Adults
_____	Elementary (5-12 yrs)	X	Young adults (18-25 yrs)	X	Seniors

Objectives of Activity:

Clarify values in different settings; compare responses.

Equipment, Materials, Supplies:

pencil, paper

Special instructions or precautions indicated by activity:

Using different adjectives, have the participants describe themselves.

Who Am I in . . . .

LEISURE	WORK	SCHOOL	FAMILY
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.

Compare columns and answers, look at different roles that are played; are we satisfied with those roles?

Criteria to be used in judging success/failure in meeting objectives:

Title: For My Leisure Resource: Leisure: a resource for educators

Activity Purpose:

X	Improve decision making		Increase leisure knowledge
	Clarify leisure attitudes and values		Increase leisure skills
	Leisure Awareness		Leisure related problems

Age Appropriate:

	Preschool (1-5 yrs)	X	Teenagers	X	Adults
	Elementary (5-12 yrs)	X	Young adults (18-25)	X	Seniors

Objectives of Activity:

Develop awareness of dependency of others on making leisure choices.

Redefine own needs and choices.

Equipment, Materials and Supplies:

paper, pencil

Special instructions or precautions indicated by activity:

Complete the following sentences as appropriate.

FOR MY LEISURE. . . . . .

My father would like me to _____

My teacher would like me to _____

My friends would like me to _____

My counselor would like me to _____

My houseparent would like me to _____

I would like to _____

Discuss responses, societal expectations, barriers, dependencies, feelings of guilt, etc.

Criteria to be used in judging success/failure in meeting objectives:

YOUR NEEDS IN YOUR LEISURE EXPERIENCE

_____ to do something meaningful
_____ to be physically active
_____ to do a variety of activities
_____ to relax and take it easy
_____ to do what I want
_____ to be spontaneous
_____ to participate in an alcohol free activity
_____ to make and carry out plans
_____ to try my own methods of doing things
_____ to compete with others
_____ to spend time out-of-doors
_____ to compete with myself to do better
_____ to make use of my skills
_____ to develop my skills
_____ to have something to show for my effort
_____ to get approval for what I do
_____ to be a success at what I do
_____ to have feelings of personal self-worth
_____ to learn more about myself
_____ to develop interpersonal relationships
_____ to be with groups
_____ to develop friends
_____ to help others
_____ to laugh and enjoy
_____ to be in attractive surroundings
_____ to spend time with family

List (in priority) the five most important needs for you:

1.

2.

3.

4.

5.

Title: Leisure Circles Resource: McDowell: Leisure Counseling Selected Lifestyle Processes

Activity Purpose:

_____	Improve decision making	_____	Increase leisure knowledge
_____	Clarify leisure attitudes and values	_____	Increase leisure skills
_____	Leisure Awareness	_____	Leisure related problems

Age Appropriateness:

_____	Preschool (1-5 yrs)	X	Teenagers	X	Adults
_____	Elementary (5-12 yrs)	X	Young Adults (18-25 yrs)	X	Seniors

Objectives of Activity:

To allow individuals to identify differences between unhealthy and healthy modes of living.

To identify obstacles between examples of a present (real) leisure self and a desired (ideal) leisure self.

Equipment, Materials and Supplies:

pencil, paper

Special instructions or precautions indicated by activity:

1. Have participants make three large circles on the paper:

   In one circle have them list their real leisure involvement now as a person.
   In the second circle list their desired leisure involvement as a person.
   In the third circle list how they believe others see you as a person in leisure.

2. Discuss as a group what sorts of things are keeping them from being the person they would like to be.

3. Discuss model of healthy vs. unhealthy modes.

Unhealthy is very little overlap of circles.

Healthy is much overlap.

Criteria to be used in judging success/failure in meeting objectives:

Title: 15 Things I Love To Do

Resource: Simon: Values Clarification
A Handbook of Practical Strategies

Activity Purpose:

_____ Improve decision making
_____ Clarify leisure attitudes and values
_____ Leisure Awareness
_____ Increase leisure knowledge
_____ Increase leisure skills
_____ Leisure related problems

Age Appropriateness:

_____ Preschool (1-5 yrs)
_____ Elementary (5-12 yrs)
_____ Teenagers
_____ Young Adults (18-25 yrs)
_____ Adults
_____ Seniors

Objectives of Activity:

This activity helps people examine their most prized and cherished activities.

Equipment, Materials, Supplies:

pencil, paper

Special instructions or precautions indicated by activity:

1. Give each person a paper and ask them to write down 15 things they love to do in their free time.

2. After sharing and adding to their lists, have them code their lists in the following way:

   a. Put the letter A after all activities you like to do alone.
   b. Put the letter P after after those you enjoy doing with people.
   c. Put the letter AP next to those you enjoy doing either along or with people.
   d. Put the $ after all activities that cost at least $2.00 or more each time.
   e. Put the letters N5 after those you would not have done 5 years ago.
   f. Put the Letter PL next to the activities that need planning.
   g. After each activity, indicate when was the last time you did it.
   h. Put a letter I for indoor, O if outdoor, A if active, P if passive.

3. After coding, have the group discuss what was learned about their leisure interests.

   a. Are your activities people-centered or do you like to be alone?
   b. Are the things you like to do mostly free or do you need $?
   c. Are you spontaneous with activities or do most of them require planning?
   d. Why did you last participate in these activities?

Criteria to be used in judging success/failure in meeting objectives:

Title: _____ Resource: Debbie Rios

Activity Purpose:

_____	Improve decision making	_____	Increase leisure knowledge
_____	Clarify leisure attitudes and values	_____	Increase leisure skills
_____	Leisure Awareness	_____	Leisure related problems

Age Appropriateness:

_____	Preschool (1-5 yrs)	X	Teenagers	X	Adults
X	Elementary (5-12 yrs)	X	Young Adults (18-25 yrs)	_____	Seniors

Objectives of Activity:

Clarification in leisure patterns.

Equipment, Materials, Supplies:

people

Special instructions or precautions indicated by activity:

1. Set boundaries for persons, having them line facing you in the midd.e
2. As you give them a description of leisure, have them move in the area according to how they see themselves. Then have them move to where they would like to be.
3. Word options include:

	stable-unstable
empty-full	meaningful-meaningless
passive-active	meaningful-meaningless
solitary-social	satisfying-unsatisfying
refreshing-tiring	good-bad
valuable-worthless	pleasant-unpleasant
obligated-free	honest-dishonest

Criteria to be used in judging success/failure in meeting objectives:

Appendix D

RECREATION EQUIPMENT

RESOURCE LIST

Appendix D

RECREATION EQUIPMENT
RESOURCE LIST

I. Visual Impairments

A. Aids and Appliances for the Blind and Visually Impaired
American Foundation for the Blind, 15 West 16th Street, New York, New York 10011. Suggested games:

Low vision playing cards	GS259-$ 2.25
Rack-O	GM77 -$ 7.95
Score Four	GS301-$ 6.50
Deluxe Scrabble Game	GM74 -$13.95
AFB Crossword Puzzle Set	GS91 -$23.95
Bingo Board	GS358-$ 3.50
Monopoly	GS605-$19.95
Dominoes	GS101-$ 6.50
Mastermind	GS500-$ 4.95
Combination, Backgammon, Checkers	GS603-$ 7.95
Audible Ball	GS100-$ 4.25
Embossed Maps	GES64-$24.95

The AFB catalogue contains a variety of aids, appliances and other games not listed. In addition they will develop special devices at cost.

A curriculum for Recreation Professionals has been written by AFB. Contact the AFB for information.

B. Howe Press, of Perkins School for the Blind, Watertown, Massachusetts 02172, (617)924-3434.
Items available:

School items (write for specific list)	
Chess game	$12.50
Dominoes	$6.35 - $12.65
Playing cards, large print and braille	
Children's books in braille-vision, grades K-3	$4.00 - $ 8.00
Braille Fragrance Books	$ 5.75

C. Mr. Sketch Instant Water Colors scented felt pens available at most paint and art stores $3.00-$8.00

D. Beeper Balls - "Happy Dan" nerf beeper balls $15.00
Volunteers of Vacaville, California Medical Facility
P. O. Box 670, Vacaville, California 95688

II. Physical Impairments

A. Maddak Inc., Pequannock, New Jersey 07440
adapted recreational equipment available for:

shuffleboard
billiard table
carom table
pinball

B. North American Recreation, P. O. Box 758, Bridgeport, Connecticut 06619, (203)336-2151, Recreation equipment for the disabled.

III. Hearing Impaired

A. Designs for Learning Inc., 138 North Grant, Hinsdale, Illinois 60521

Finger spelling puzzle
Finger spelling flash cards
Finger spelling wall charts

B. Joyce Motion Picture Company, 18702 Bryant Street, P. O. Box 458, Northridge, California 91324, (213) 885-7181.
Play It By Sign; games in Sign Language
Quick Flick Viewer 140, to learn Finger spelling

C. National Association for the Deaf
Suite B 18
2025 I Street, N.W.
Washington, D.C. 20006
Children's Sign Language Playing Cards
Books on deafness and sign language

D. Alinda Press, 1973, P. O. Box 553, Eureka, California, 95501, Beginning Books on sign language in a coloring book format by Frank Caccamise and Carolyn Norris.

Appendix E

NATIONAL RESOURCES

Appendix E

NATIONAL RESOURCES

The following national agencies and organizations have a variety of materials and publications on planning and conducting programs, facility design and adaptation, meeting special needs and other aspects of providing recreation services to disabled children and youth.

American Association of Health,
Physical Education and Recreation
1201 16th Street, N.W.
Washington, D.C. 20036

American Camping Association
Martinsville, Indiana

American National Red Cross
18th and E Street, N.W.
Washington, D.C. 20006

Boys Clubs of America
771 First Avenue
New York, New York 10017

Boy Scouts of America
New Brunswick, New Jersey

Camp Fire Girls, Inc.
65 Worth Street
New York, New York 10013

Council on Exceptional Children
1201 16th Street N.W.
Washington, D.C. 20036

Council of Jewish Federations
and Welfare Funds, Inc.
315 Park Avenue South
New York, New York 10010

4-H
Cooperative Extension Service
Department of Agriculture
Washington, D.C. 20505

Girls Clubs of America
133 East 62 Street
New York, New York 10021

Girl Scouts of America
830 Third Avenue
New York, New York 10022

Library of Congress
Division for the Blind and
Physically Handicapped
1291 Taylor Street, N.W.
Washington, D.C. 20542

National Recreation and Park Association
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

National Society for Crippled Children
and Adults, Inc.
2023 West Ogden Avenue
Chicago, Illinois 60612

National Therapeutic Recreation Society
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

Play Schools Association, Inc.
120 West 57 St.
New York, New York 10010

The following national organizations distribute information concerning specific disabilities and some publish materials on recreation.

American Association on Mental Deficiency
5201 Connecticut Ave. N.W.
Washington, D.C. 20015

American Diabetes Association
18 East 48th Street
New York, New York 10017

American Foundation for the Blind
15 West 16th Street
New York, New York 10011

American Heart Association
44 East 23rd Street
New York, New York

Arthritis Foundation
1212 Avenue of the Americas
New York, New York 10036

Epilepsy Foundation of America
733 15th Street, N.W.
Washington, D.C. 20005

Joseph P. Kennedy, Jr. Foundation
1411 K Street, N.W.
Washington, D. C. 20005

Muscular Dystrophy Associations of America
1790 Broadway
New York, New York 10017

National Foundation-March of Dimes
800 Second Avenue
New York, New York 10017

National Association of the Deaf
Suite 318
2025 I Street, N.W.

National Foundation for Neuro-Muscular Diseases, Inc.
250 West 57th Street
New York, New York 10019

National Multiple Sclerosis Society
257 Park Avenue South
New York, New York 10010

National Society for Crippled Children and Adults, Inc.
2023 West Ogden Ave.
Chicago, Illinois 60612

National Tuberculosis and Respiratory Association
1740 Broadway
New York, New York 10019

National Wheelchair Basketball Association
Student Rehabilitation Center
University of Illinois
Urbana, Illinois

Presedent's Committee on Mental Retardation
United States Department of Health, Education and Welfare
Washington, D.C. 20201

United Cerebral Palsy Associations, Inc.
66 East 34th Street
New York, New York 10036

National Association for Mental Health, Inc.
10 Columbus Circle
New York, New York 10019

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Berryman, Doris, et.al. Prescriptive Therapeutic Recreation Programming: A Computer Based System. New York: New York University, Department of Leisure Studies, 1976.

Brannan, Steve. "Special Education Viewpoint: Consultation in the Schools." Consultation: Enhancing Leisure Services Delivery to Handicapped Children. Arlington, Virginia: National Recreation and Park Association, 1977.

Dixon, Jesse and Ito, Gail. "Demonstrated Causal Attributions in Therapeutic Recreation With Adults Labeled Mentally Retarded." Unpublished paper, 1978.

Doolittle, John, H. "Adaptation of Games and Activities, Physical Education 400: Labratory Exercise 1 (University Park, Pa. Pennsylvania State University.)

Golden, Douglas. "Play Code Chart." Crippled Children's Division, University of Oregon Helath Sciences Center, Portland, Oregon 1979.

Gunn, Scout Lee and Peterson, C.A. "Therapy and Leisure Education." Parks and Recreation. 12 (11) pp 22-25, Nov., 1977.

Leisure Information Service, A Systems Model for Developing a Leisure Education Program for Handicapped Children and Youth K-12. Washington, D.C.: Hawkins and Associates, Inc., 1976.

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Joswiak, Kenneth Francis. Leisure Counseling Program Materials for the Developmentally Disabled. Washington, D.C.: Hawkins & Associates, Inc., (729 Delaware Ave., 20024), $12.95

Leisure: A Resource for Educators. Ministry of Culture and Recreation, 77 Bloor Street, West, Toronto, Ontario, M742R9. 1979.

Leisure Education Resources Package. Minneapolis, Minnesota: (4812 Oakland Ave.)

Leisure Information Service (in workbook format). A Systems Model for Developing A Leisure Education Program for Handicapped Children and Youth. Washington, D.C.: Hawkins & Associates, Inc., $24.95.

McDowell, Chester F. Leisure Counseling: Selected Lifestyle Process. Eugene: Center of Leisure Studies, University of Oregon, 1976. Available from Hawkins & Associates, 729 Deleware Avenue, SW., Washington, D,C. 20024.

Mundy, I & Odum L. Leisure Education: Theory and Practice. New York; John Wiley and Sons, 1979.

National Recreation and Park Association. Leisure Education Advancement Project. Arlington, Virginia: The Association (1601 N. Kent St.), 1976.

Ontario Ministry of Culture and Recreation. Leisure: A Resource for Educators. Toronto, Ontario: Ministry of Government Service, 1976.

Overs, Robert P. Ph.D., Sharon Taylor, Catherine Adkins. Avocational Counseling Manual - A Complete Guide to Leisure Guidance. Washington, D.C.: Hawkins and Associates, $12.95.

Witt, Jody, Marilyn Campbell, Peter Witt. A Manual of Therapeutic Group Activities for Leisure Education. Ottawa, Ontario: Leisurability Publications, Inc., 1975.

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Adams, Ronald C., Alfred N. Daniels, Lee Pullman. Games, Sports and Exercises for the Physically Handicapped. Philadelphia, Pennsylvania: Lee & Febeger, 1971.

American Red Cross. Adapted Aquatics. Garden City, N.Y.: Doubleday and Co., 1977.

Austin, Jeanne. Learning Is a Game. Fairfax, VA.: The Center School, 1978.

Barnett, Marian W. Handicapped Girls and Girl Scouting; A Guide for Leaders. New York, New York: Girl Schouts of the U.S.A., 1968, 91 pp, $2.50

Berryman, Doris L., Annette Logan and Bernard Braginsky. Recreation for Disabled Children: Guidelines for Parents and Friends. Arlington, Virginia: National Therapeutic Recreation Society (1601 N. Kent Street), 1971.

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Elliott, Margaret E., Marian Anderson, Jeanne La Barge. Play With a Purpose. New York: Harper and Row, 1978, 441 pp.

Fugelman, Andrew. New Games Book. Washington, D.C.: Hawkins & Associates.

Golick, Margie. Deal Me In. New York: Jeffrey Norton Publishers, 1973, $6.95.

Marzollo, Jean and Janice Lloyd. Learning Through Play. Washington, D.C.: Hawkins and Associates. 211 pp., Cloth: $10.95

Materials on Creative Arts for Persons With Handicapped Conditions. Washington, D.C.: Hawkins and Associates. 144 pp. Paper: $4.00.

McNeice, W.C. and K.R. Benson. Through Their Hands They Shall Learn - Crafts for Retarded. Bloomington, Illinois: McKnight and McKnight, 1964.

Morris, Don G.S. How to Change the Games Children Play. Minneapolis, Minn.: Burgess, 1976, 126 pp. $3.95, paper.

Orlick, Terry. The Co-operative Sports and Games Book. Pantheon Books, N.Y.: 1978.

Overs, Robert P., Elizabeth O'Connor and Barbara Demarco. Avocational Activities for the Handicapped: A Handbook for Avocational Counseling. Springfield, Ill.: Charles C. Thomas, 1974.

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Wehman, Paul. Helping the Mentally Retarded Acquire Play Skills: A Behavioral Approach. Springfield, Illinois: Charles C. Thomas, 1977, 244 pp. 5 il., 26 tables, $12.50

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Journal of Leisurability. (A Canadian quarterly devoted to improving the quantity and quality of leisure services for the disabled). Leisurability Publications, Inc., Box 5678, Terminal A, Toronto, Ontario. M5W IN8.

Journal of Leisure Research. NRPA, 1700 Pennsylvania Avenue, N.W., Washington, D.C.

Mental Retardation. American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C.

Parks and Recreation. National Recreation and Park Association, 1700 Pennsylvania Avenue, N.W., Washington, D.C.

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ADAPTED EQUIPMENT

American Association for Health, Physical Education and Recreation. Homemade Innovative Play Equipment for Activities in Physical Education and Recreation for Impaired, Disabled and Handicapped Participants. Washington, D.C. IRUC, 1973, 92 pp.

American Association for Health, Physical Education and Recreation. Adapted Equipment for Physical Activities (#5), (245-26134) Washington, D.C., $2.00

Cracker Barrel of Adapted Games. Therapeutic Recreation Resource Center, Department of Recreation and Leisure Studies, California State University, Northridge, Darby Annex 107, Northridge, California 91330.

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The National Center on Educational Media and Materials for the Handicapped (NCEMMH) is a potential source of useful information about equipment for educators who work with impaired, disabled and handicapped children. NCEMMH has widened its scope by obtaining information on games, books, apparatus, records, films, play materials, and other items which can be used by impaired, disabled and handicapped individuals in physical education programs. To obtain a listing of the 13 ALRC's and further information on using NIMIS contact:

NCEMMH Coordination Services
National Center on Educational Media
and Materials for the Handicapped
The Ohio State University
Columbus, Ohio 43210

Playgrounds and Playspaces for the Handicapped. Gene A. Hayes, Department of Recreation, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1 (U.S. $2.16).